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ABSTRACT

This Child Development Associate (CDA) instructor's guide was developed to be used with CDA Credentials training programs in Texas community colleges. The "active learning" activities in the manual are organized according to the CDA 13 functional areas namely, safe, healthy, learning environment, physical, cognitive, communication, creative, self, social, guidance, families, program management, and professionalism. These areas can be used in designated child development courses for CDA students or in separate CDA classes. Information for each learning activity includes topic, objective, name of activity, suggested materials, procedure, comments, suggested length of time, learning styles and source. Although each activity is designed for a particular topic, most of the techniques or procedures described could be altered to fit other topics. Sample lesson plans using the activities are given for a 3-hour class, although activities can be used for shorter classes. Lesson plans include an opening activity, main activities, and feedback activity for both large and small groups. Each activity section concludes with a list of additional resources. An annotated list of 39 print and video resources is included at the end of the manual. (TJQ)

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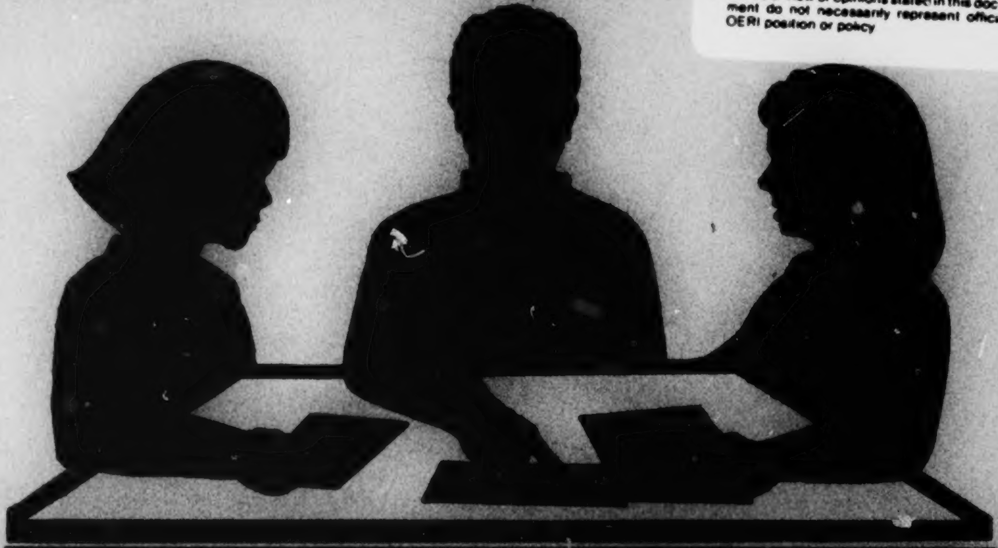

CHILD DEVELOPMENT ASSOCIATE CREDENTIAL FACILITATORS' GUIDE

TO ACTIVE LEARNING TECHNIQUES

Revised Edition, June 1993

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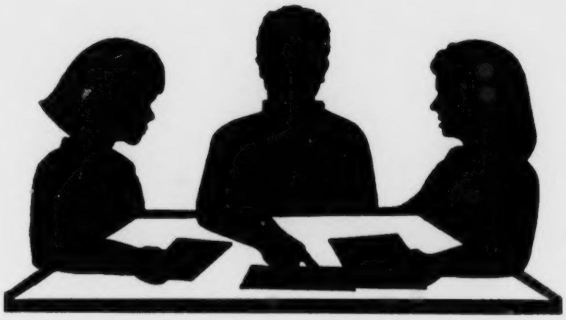
CHILD DEVELOPMENT ASSOCIATE CREDENTIAL

CURRICULUM & TRAINING PROJECT



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J. Christine Catalani

San Antonio College
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Austin, Texas

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J. Christine Catalani

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Introduction

Getting Started

CDA Process

Planning a Safe, Healthy, Learning Environment

Steps to Advance Children's Physical and Intellectual Development

Positive Ways to Support Children's Social and Emotional Development

Strategies to Establish Productive Relationships with Families

Strategies to Manage an Effective Program Operation

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INTRODUCTION

San Antonio College Child Development Department was awarded two Discretionary Program Improvement Grants through the Carl D. Perkins Vocational and Applied Education Act by the Texas Higher Education Coordinating Board.

The Child Development Associate Credential Curriculum and Training Project involved the development of a Child Development Associate (CDA) instructor's guide with "active learning" teaching techniques, handouts and transparency masters to be used with Child Development Associate Credential training programs in Texas community colleges. Materials were evaluated by an advisory committee, child development department faculty and the students in three CDA classes at the San Antonio College campus. On May 18-19, 1992, a workshop using activities from the guide was presented for Texas child development community college instructors.

The Child Development Associate Credential and Technical Assistance Project was a one year continuation of the Child Development Associate Credential (CDA) Curriculum and Training Project. Activities in the instructor's guide were field tested at four community college sites. Activities in the guide were revised based upon feedback from colleges and according to new guidelines in the CDA Council model. Technical assistance was provided to the four colleges through demonstration teaching, workshops and meetings.

The CDA credential is a nationally recognized professional credential that is awarded to those individuals who are competent teachers of young children. The CDA credential is given by the Council for Early Childhood Professional Recognition in Washington, D.C. The recipients have received competency based training and demonstrated their skill in working with young children.

To insure that the guide will meet the needs of the CDA students in community colleges, a survey was conducted to determine types of community college classes offered for CDA students, support services in place at these colleges and characteristics of the CDA students.

Surveys were distributed to the forty community colleges which offered a child development major. Twenty-six surveys were completed and returned. A response rate of 65% was achieved. This section of the guide reports the highlights of the findings from the responding child development departments.

ORGANIZATION OF CLASSES

- A majority of the colleges, 65% offer CDA training in their child development programs. Eighty-eight percent organize their CDA training by offering designated child development courses for CDA students along with other students.

- Sixty-five percent of the colleges plan to meet the new requirements of 120 clock hours in eight different content areas with a minimum of 10 hours in each area by offering designated child development courses for CDA students along with other students.

- Sixty-nine percent of the colleges offer on-site supervision and observation by the college instructor. College instructor supervision and observation is offered as part of the child development courses instead of a separate class in 66% of the departments.

MANUAL ORGANIZATION AND CONTENT

- A vast majority of respondents (94%) chose the CDA functional areas as the best method of organization of activities. Fifty-two percent of the surveys indicated that CDA competency or 2 + 2 objectives would also be acceptable. CDA functional areas have not changed while changes have been made in the organization of the CDA competency areas. Networking is in progress with the 2 + 2 committee to ensure compatibility with the 2 + 2 objectives.

- All but one respondent to the question on learning styles indicated that information on different learning styles and appropriate activities for particular kinds of learning styles would be helpful. Research indicates that an instructor's teaching styles tend to parallel their own learning styles. This type of instruction is often not appropriate for students who have learning styles that are vastly different.

- All respondents indicated that a photo-ready master brochure about CDA training programs which are available at the individual colleges would be useful. This was provided.

- Suggestions for the CDA manual included:

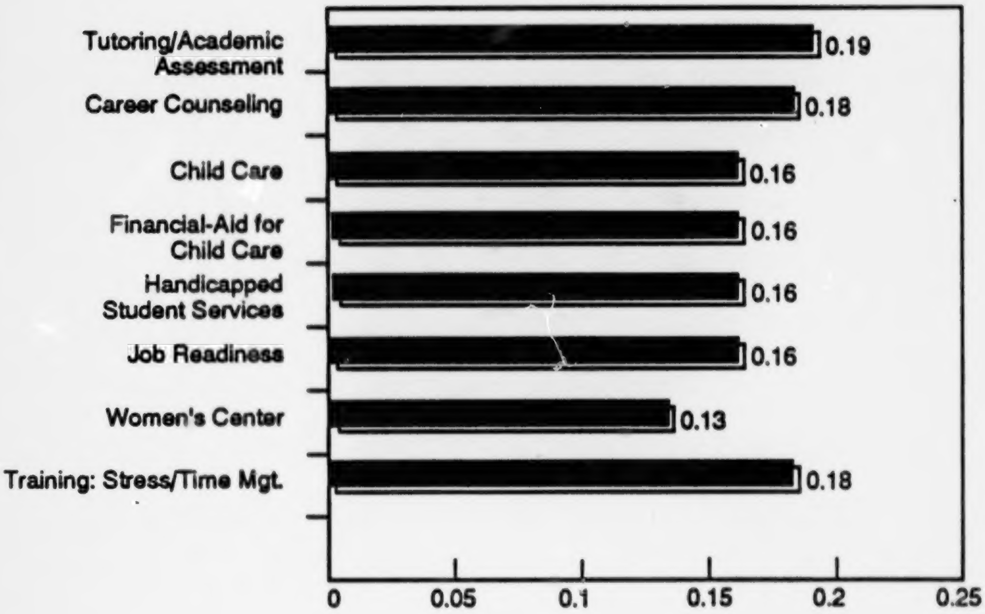
    - updated bibliography
    - resource and organization materials
    - cultural activities
    - overhead transparency masters
    - reproducible handouts
    - teaching strategies and activities
    - specific class instruction and activities tied to CDA functional areas
    - information on the new CDA requirements including general information on procedures for earning a CDA credential
    - observation forms

SUPPORT SERVICES

◂ A variety of support services are offered that would be helpful to non-traditional students. Chart 1 provides information on the different types of services.

Chart 1

Support Services



The survey did not address the question of the hours some of these services are available. Times may not be convenient for CDA students. Half of the CDA students represented in this survey are working 31 to 40 hours a week. Students may also need to be informed on the availability of these services. Additional information may need to be provided on time management and stress reduction techniques.

◂ Activities that could be added to the curriculum to assist non-traditional student (CDA students) include activities to:

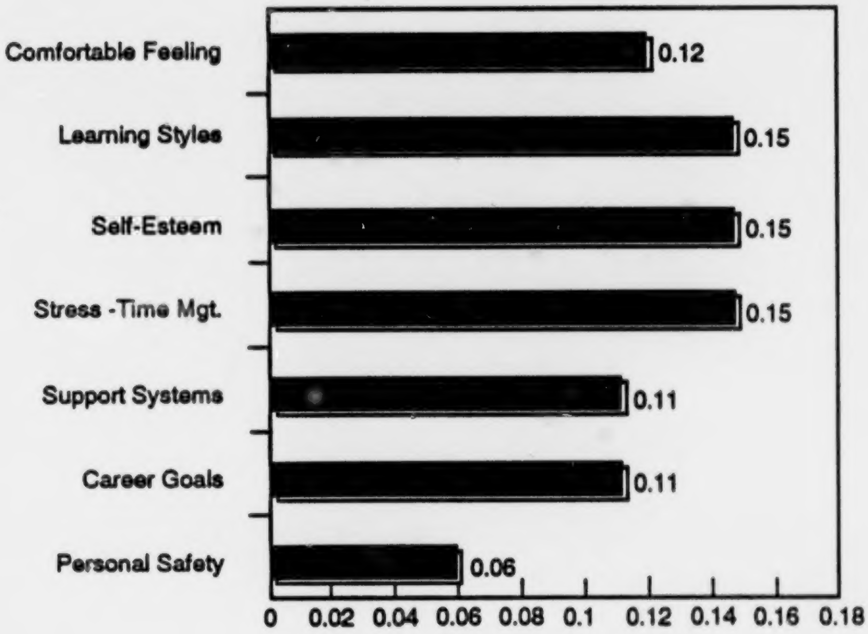
- ◂ help students feel comfortable in an academic setting
- ◂ help students determine learning styles and ways to use this information
- ◂ enhance student's self esteem

- inform students on ways to identify and establish support systems
- assist students in establishing career goals
- develop personal safety techniques

Chart 2 provides information on needs as estimated by survey respondents.

Chart 2

Support Activities



There is a definite need for activities of this type. Activities are provided in this manual.

CHARACTERISTICS OF STUDENTS

- In general CDA students are older than the typical college students who are in the 18 - 22 age range.

Chart 1

Age of CDA Students Represented on Survey

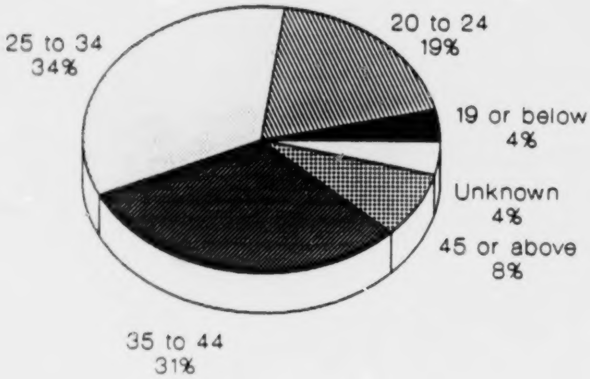


Chart 2

Race of CDA Students

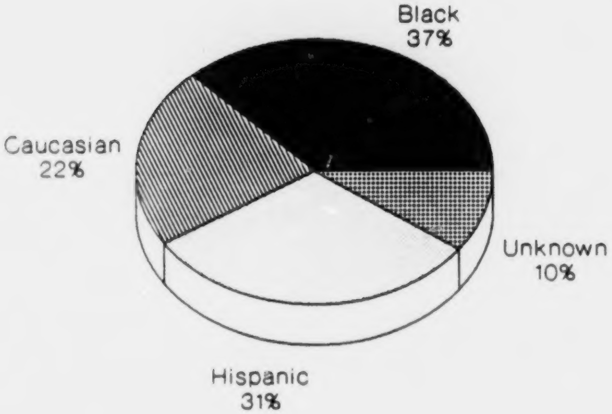


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Chart 3

Gender

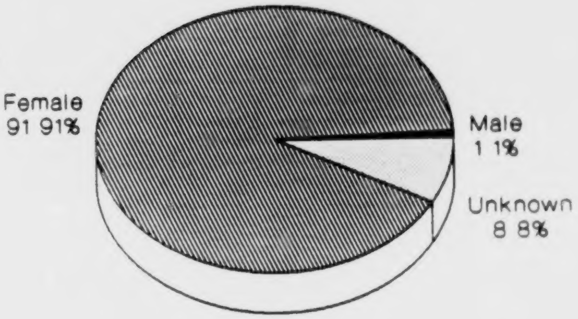


Chart 4

Marital Status

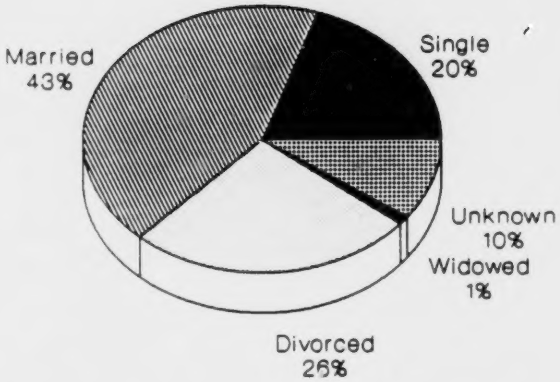
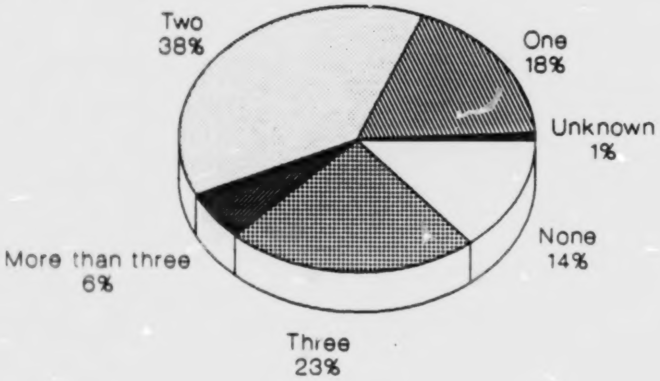


Chart 5

Number of Children



Clearly the majority of these students can be considered nontraditional students - older than the average student with additional responsibilities of job and family. To be successful these students will need the additional support services offered by colleges in addition to activities added to the curriculum to support these non-traditional students.

ORGANIZATION OF ACTIVITIES

The active learning activities are organized according to the CDA thirteen functional areas. Information about the Functional Areas has been provided by the Council for Early Childhood Professional Recognition. The activities can be used in designated Child Development courses for CDA students or in separate CDA classes. Sample lesson plans are given for a three hour class. However, activities can also be used for shorter classes. Lesson plans include an opening activity, main activities and feedback activity for both large and small groups. Opening activities are used to assist the instructor in determining a starting point and give a meaningful introduction to the topic. Large or small group activities follow. The feedback activities will give students an opportunity to provide feedback for the instructor on the information and skills learned by the student and to determine areas in which they still need assistance. Some of the feedback activities also give students the opportunity to plan ways they will implement their new skills and knowledge in their classroom.

Information for each learning activity include topic, objective, name of activity, suggested materials, procedure, comments, suggested length of time, learning styles and source. Although each activity is designed for a particular topic, most of the techniques or procedures described could be altered to fit other topics. The objectives were planned using Bloom's Taxonomy to ensure that the activities planned cover a range of cognitive complexity - the stages include knowledge, comprehension, application, analysis, synthesis and evaluation. Most of the sample lesson plan opening activities require students to recall or recognize information. Other activities require a higher level of cognitive thinking. Students are required to organize learned information, rephrase, or describe in their own words Students will also apply previously learned material to problem solving. Some of the activities also involve cognitive skills requiring students to analyze, synthesize and evaluate.

Activity plans include suggested materials and a description of procedures. Many of the respondents to the survey shared that the idea of active learning and/or CDA training was a new technique to them. Consequently, they requested detailed descriptions of procedures. Comments that were thought to be helpful were added.

Learning styles for each activity are listed. Learning styles are a method of learning. Many teachers come to the realization that people do not all learn in the same way. Learning styles involve the way information is best received; the way it is processed; and the preferred environment for learning to take place. Instructors tend to plan student learning activities which enhance learning in the same style as they learn. It is important that students be given the opportunity to discover their own learning styles and be provided learning activities which accommodate a variety of learning styles.

If a testing center is available on your campus, arrangements may be made for students to take the Learning Styles Inventory. This instrument consists of forty-five survey items in statement form to which students are required to give a "yes" or "no" response.

Students can also be assisted in determining their learning style by reading descriptions of the different styles and making a decisions on which best describes them. One instructor assisted the class in determining individual learning styles by instructing the students to describe a task in written form in which they felt they had performed very well. They then analyzed reasons for their top performance.

The activities have been categorized according to:

Receptive learning style - how information is best received - visual, auditory or tactile

Social learning style - how students work best - individual or in a group

Expressive learning style - how students process information - oral or written

It should be noted that many people's learning styles are a blended combination of all of these components. Some students do have a very definite preference. It is particularly important that nontraditional students experience planned activities which accommodate all types of learning. Students should have experience in their preferred learning styles.

A suggested length of time for each activity and source was added to this edition. The end of each chapter has a list of resources both printed and audiovisual. It is important that the textbook or books used with the CDA students are current. Essentials, published by the Council for Professional Early Childhood Recognition, could be considered as a text. Articles from "Texas Child Care" periodicals were frequently used because of their availability, practicality and readability. Audiovisual materials were carefully examined for their practicality, developmental appropriateness and cost.

ACTIVE LEARNING

Tell me and I forget, teach me and I remember, involve me and I learn.

Benjamin
Franklin

Principle of Congruity

People who are going to be teachers of young children should be taught in the same way they will teach.

Lillian Katz 1977

The adult learner wants to be involved, wants to participate, wants to be treated with respect and dignity, wants to be challenged. Conversely, he or she does not want merely to sit and listen, to take notes, to struggle with exams, to be talked down to, to be bored, or to be bombarded with theory without opportunities for pratical application.

Malcolm Knowles 1984

Learning
is
not
a
spectator
sport.

Anonymous

When you begin to become an expert on anything, you forget what people ordinarily know. You lose track of the starting point. — Vivian

Michael Dorris and Louise Erdrich, The Crown of Columbus (New York: HarperCollins Publishers, 1991)

ACTIVE LEARNING

The quotes on the previous page are important thoughts to keep in mind when working with non-traditional students. It is important to remember that some of our most basic premises about teaching children apply as well to the teaching of adults. Adults, as well as children, learn more when they are fully involved in the learning process, when they are treated with respect and dignity and when they are challenged to perform to the best of their abilities.

"Learning is indeed not a spectator sport!" After a long work day, adult students do not want to merely sit, listen and take notes. Adults want and need to be actively involved. Activities can be planned which assist students in processing information and turning information into knowledge. Learning strategies can take into consideration a variety of different learning styles and a variety of information processing methods.

Adults learn best in settings in which they are treated as unique individuals. Every attempt should be made to identify the student's current skills, both study skills and professional skills. Teachers of young children can only be expected to create optimal learning environments for children if they experience optimal conditions themselves. Therefore, just as teachers of young children carefully create an environment for the children, college instructors must spend time creating an atmosphere that is inviting, attractive and psychologically safe for the adult student.

CREATING THE ATMOSPHERE

"Spontaneous growth will occur only in an environment which minimizes anxiety and maximizes the delights of growth."
Maslow, 1962

Every attempt should be made to create an atmosphere in which trust can be built. Students should get involved with the material, the teacher and one another. The teacher in the classroom will want students to develop relationships with each other so that they are able to:

- ◄ feel safe in the group.
- ◄ discuss and sometimes disagree.
- ◄ support and care about one another.
- ◄ become learning resources for each other.
- ◄ become friends.

The atmosphere must be safe enough that students can feel free to make mistakes. It must also be an atmosphere where students are given recognition and credit for what they know and believe. It takes time for students to feel comfortable in the classroom. Often at the beginning of the first class of the semester, you can feel the uncomfortableness experienced by the students. This is accompanied by silence and a sense of distance. In four-year colleges, a sense of community among students develops as a result of dorm life, social clubs and sports. In a community college, the instructor must take the time to create the community. Students need an opportunity to get to know the instructor as a person and to become acquainted with their fellow students. They need to learn names and personal facts to enable them to view each other as individuals. When students risk just a little by sharing something about themselves, a basis is built for open discussion later in the course.

The instructor must also become very acquainted with the students and view the students as unique individuals with very definite feelings and concerns. A good instructor genuinely cares about the students.

Before students arrive, the instructor will want to create an inviting atmosphere and begin to encourage student involvement by the arrangement of the classroom. The classroom furniture needs to be arranged to promote interaction. The traditional classroom arrangement with rows of chairs, desks or tables facing the instructor discourages student interaction. It permits a low student involvement. Most of the information flows from the instructor to the student. It often encourages passivity on the part of the students. Instead, chairs grouped in several semi-circles or around tables or desks encourages small group involvement and interaction between the students in the small group.

After arranging the classroom, the instructor can continue to create this sense of community by greeting each student at the classroom door the first class and handing them a letter of welcome (See example at end of chapter.) Activities can be offered which encourage students to interact in such a way that connections begin to form. It is a good idea to start with "ice breakers". Ice breakers are start-up activities that help students ease into class. Ice breakers help students get to know one another and serve as the beginning step in creating an atmosphere of trust.

Benefits of ice breakers are as follows:

- They allow participants to become acquainted with one another in a meaningful way.
- They help to relax the group and make people more spontaneous. By engaging in meaningful, often fun type activities, students' anxieties and tensions can be reduced.
- They assist in developing trust among the students and with the instructor.
- They help energize the class. To the extent that students are permitted to engage early on in activities that are marked by movement, standing up, meaningful sharing, fun and novelty, they are put into an alert, stimulated and motivated state.

Many ideas for ice breakers are offered at the end of this chapter. Some are more practical for small groups; others for large groups. Some can be accomplished in five minutes. Others require more time. All have been successfully used in college classrooms at San Antonio College.

*ICE BREAKER: Getting Acquainted With Another Student

MATERIALS: Individual name card in box

PROCEDURE: Place half of the students' name tags in a box. Let the other half of the students select a card randomly from the box. If the student recognizes the name, encourage student to draw again. Instruct students to move around and locate the person whose name is on the tag. Students can exchange personal data: names, goals for course, feelings or concerns. Student can introduce one another to the rest of the class.

ICE BREAKER: Name Game

MATERIALS: Name tags
Several small balls or bean bags

PROCEDURE: Have students print first name in large letters on name tag. Have students stand in large circle. They are to throw ball or bean bag to person on other side of the circle calling person's name. Catcher then becomes thrower until all students have caught and thrown ball or bag. Students repeat pattern. Then second time use two balls or bags repeating pattern. Then try three.

Discuss purpose of game. What can you learn by playing the game? How did you feel?

*ICE BREAKER: Find a Person Who

MATERIALS: Find a Person Who - worksheet for each student

PROCEDURE: Distribute the worksheets and encourage students to move around the room asking questions of each other. A person who fits the statement signs his/her name and basic details on the appropriate blanks. A person can sign only once on each sheet of paper. When it appears that many of the students have completed the form, have students return to their seats and as a class discuss the responses to the questions: "Do we have any one working in a church related school?"

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*A more abbreviated activity form has been used for ice breakers since objectives are very similar. Sources were given when known.

FIND A PERSON WHO:

1. has travelled in another country
2. has read at least two books by the same author
3. has an unusual hobby
4. exercises on a regular basis
5. has at least two pets
6. was not born in Texas
7. has more than five years experience working with young children
8. is a parent of more than one child
9. works in a church related school
10. works with the same age group as you do

DIRECTIONS: Write the names and details about ten different people in this classroom; you cannot use the same person more than once.

	Name of Person	Details
1.	____________________	country: ____________
2.	____________________	author/books: ____________
3.	____________________	hobby: ____________
4.	____________________	what?: ____________
5.	____________________	kind and names?: ____________
6.	____________________	where?: ____________
7.	____________________	how long, what ages?: ____________
8.	____________________	how many?: ____________
9.	____________________	name of school: ____________
10.	____________________	age group: ____________

ICE BREAKER: Guess Who?

MATERIALS: Index cards and basket

PROCEDURE: Give each student an index card and ask them to put their name on it and one fact they think most people don't know about them (ex. third grade dodge ball champion, grandparent of 12, etc.). Collect the cards in a basket. Teacher reads off fact; class tries to guess who wrote it.

ICE BREAKER: Getting Acquainted

MATERIALS: Getting Acquainted Form (form will need to be changed according to number of students in class)

PROCEDURE: Encourage students to get acquainted with at least three students before the beginning of each class. Students can select three students, exchange information and begin the process of getting acquainted. The next class, each student can get acquainted with three more.

GETTING ACQUAINTED FORM

NAME	WORKSITE	AGE GROUP	1ST OR 2ND CDA CLASS	FAMILY	HOBBIES/INTERESTS
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Source: Linda Ruhmann

ICE BREAKER: Interviews for Creative Introductions

MATERIALS: None

PROCEDURE: Have each student find a partner. Interview one another for five minutes. Students then introduce each other stating to the class the partner's job or other experience with young children, something interesting or different about the person, and the partner's expectation from the course.

Variation - Have each pair join another pair in making introductions in and from this small group.

COMMENT: Students enjoy learning about each other. They reveal more information about each other then they would if asked to introduce themselves. As students are introduced, you can begin to learn their name by jotting down names and making an informal seating chart. Then call students by name the rest of the period.

ICE BREAKER: Name Game

MATERIALS: None

PROCEDURE: Instruct students to sit in a circle and share their names and something they will bring to a "picnic" that begins with the same initial letter as their name. Each person in turn is to name all the previous students and what they are bringing and their won name and picnic item. "My name is Christine and I'm going on a picnic and bringing cherries."

ACTIVITY: My Personal Shield

MATERIALS: Transparency of a shield segmented into six boxes

PROCEDURE: Divide the students into groups of three to four students each. Put transparency on overhead. Instruct students to put one response in each box.

Have them finish one box before reading instruction for the next box.

Here are the instructions for the boxes:

Box 1. Draw your happiest memory as a child.
2. Draw your greatest accomplishment.
3. Draw the motivating force behind your work with children.
4. Draw what you would do if you had one year to live.
5. Print two descriptive words you would most want on your tombstone.
6. Print two descriptive words you would least want on your tombstone.

When all the students have finished their shield, instruct them to explain their drawing and words to the other students in the groups.

ACTIVITY: Setting Goals

MATERIALS: Setting Goals Form

PROCEDURE: Instruct students to, "Think about your goals for taking this class. What do you hope to get out of this course? How do you think it will help your job performance? What are some personal skills that you would like to work on or achieve? Write down both personal and school goals." After students complete forms, goals can be discussed.

HOPES AND CHANGES

1. My best skill working with young children is ______________

____

____

____

2. My biggest accomplishment in the last year working with young children has been ______________________

____

____

____

3. I feel I would like to learn to ___________________

____

____

____

4. My goals for the next four months (length of this course) are ____

____

____

5. My goals for the next five years are ________________

____

____

____

August 29, 1993

Dear Student:

Welcome to our CHD 1340.203 Child Development Associate Training I class. This class covers the functional areas of safe, healthy, learning environment, self, social and guidance. You will learn information and develop skills that will be important to you personally as well as useful in your work with children.

You will be encouraged to be an active learner in this class. Part of the class time, you will be working individually, with a partner or in small groups developing checklists on the functional areas, working on professional resource file material and evaluating materials and classrooms. You will be exposed to lots of ideas to use in your classroom. You will be busy! I, however, feel by the end of this semester you will see a real growth in your teaching skills and knowledge.

Again, welcome to class. Become acquainted with your fellow students today and let's get STARTED!!

Sincerely yours,

J. Christine Catalani, Instructor
Child Development Department

JCC/ra

GENERAL FEEDBACK METHODS
ACTIVITIES AND OBSERVATION FORMS

ACTIVITY: Student/Teacher Information Exchange

MATERIALS: Two index cards for each student. Make certain the cards are different in some way (i.e. color or size)

PROCEDURE: Hand out two different cards to each student. Instruct the students to use one card (specify which) to put their name on and tell you anything they want you to know about them as individuals. It can be specific to the CDA class or just to them. Indicate to them that information will be considered confidential. Collect these cards while students are completing the second set.

On the second set, ask students to write a question about you or the course. Inform them that no names are necessary and their questions will be answered. Questions can then be answered in class.

ACTIVITY: Student Notes

MATERIALS: None

PROCEDURE: After students have completed two weeks of class, instruct them to write two or three sentences on how things were going and ask them to sign their names and hand in.

This can be done periodically throughout the semester. Some of the students may add a question. General questions could be answered at the beginning of the next class. Individual questions could be responded to after or between classes.

COMMENTS: Often students do have questions that they feel freer to ask in the privacy of a note. The note also gives additional information about the CDA students' reactions to their college experience. You will answer the questions after you collect the second set, look through the cards answering those you can. During the next few classes, try to answer all the questions.

Course: CHD ____________ **Instructor:** ________________

Semester: ______________ **Date:** _____________________

STUDENT EVALUATION OF CLASS ACTIVITIES

This is your opportunity to evaluate the classroom activities which you have participated in.

1. In general, my feelings about the class are:

2. I feel most comfortable when:

3. My favorite activity has been:

4. My least favorite activity has been:

5. I learned the most from:

6. Next time I wish the instructor would:

7. Please evaluate the following activities on a scale from 1 to 5--1 being poor and 5 being excellent.

	Circle one
a.	1 2 3 4 5
b.	1 2 3 4 5
c.	1 2 3 4 5
d.	1 2 3 4 5
e.	1 2 3 4 5
f.	1 2 3 4 5

Name ______________________ Center ______________________

EVALUATION OF ACTIVITY AT FIELDSITE

Part A - to be completed by student.

Topic (1): ____

Location (1): (Circle one)
Learning Center ______________________
Outdoors (Name of Center)
Circle Time

Skills or Concepts reinforced (2): ______________________
____
____

Materials used (2): ______________________________________
____
____

Part B - to be completed by CDA instructor.

Preparation (3): ____
____
____

Introduction of activity and materials (2): ______________
____

Level of childrens' participation (7): ___________________
____

1	4	7
Children watched and listened to adult	Some listening Some hands on	Children actively involved, handling materials, talking, asking questions

KEY
16 - 18 = A
14 - 15 = B
12 - 13 = C
10 - 11 = D
0 - 9 = F

Total Points Available - 18

Points Earned ________

PHYSICAL ACTIVITY (INFANT-TODDLER)

Make a toy or design a simple activity for your particular age group which fosters physical development. Examples might include:

for 0-18 months - texture blanket, rattles, dump and fill items, pull toys.

for 18-24 months - texture boards, drop in's, large blocks, balls and "bean" bags.

for two year olds - balls/"bean" bags, simple puzzles, shape boxes, blocks.

COMPLETE the following form on your toy/activity and give it to the instructor at the time of the visit.

……

Name: ______________________________ Date: ________________

Name of toy/activity: ____

Materials needed for toy or activity: ______________________________

____

How will the toy/activity be introduced to the children? ________

____

What do you expect the child to do with this toy/activity? ______

____

How did the toy/activity actually work? Does it need to be changed in any way? ____

____

……

GRADING FORM (to be completed by the instructor)

Student toy/activity plan is complete (5 points) ___________

Toy/Activity is well made (neat, sturdy, safe) (6 points) ___________

Toy/Activity is Developmentally Appropriate for the age group (4 points) ___________

TOTAL POINTS (15) ___________

Source: Linda Ruhmann

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TOPIC: CDA PROCESS

OBJECTIVE: Students will hear an explanation of the six stages in the CDA Assessment System and see the appropriate materials.

ACTIVITY: CDA Overview

MATERIALS:
Overhead projector
Six Stages in the CDA Assessment System - transparency
CDA Resources catalog or order form for each student
Sample CDA Direct Assessment Application Packet
Sample Professional Resource File

PROCEDURE: Using the transparency on the six stages, explain each stage of the process to the student and show the materials at the appropriate times.

COMMENTS: Going over this process with the students helps clarify many misconceptions. A follow-up activity could consist of filling out order form for application packet.

SUGGESTED LENGTH OF TIME: 30-45 minutes

LEARNING STYLES:
Group
Verbal

SOURCE:
CDA Faculty
San Antonio College

SIX STAGES IN THE CDA ASSESSMENT SYSTEM

1. Inquiry

2. Collection of Documentation by the Candidate

3. Application

4. Verification visit by the Council Representative

5. Credential Award

6. Renewal

Source: The Council for Early Childhood Professional Recognition, (Washington, DC).

Trans.

TOPIC: CDA PROCESS

OBJECTIVE: Students will match key words and phrases used by the Council for Early Childhood Professional Recognition.

ACTIVITY: Matching Words/Phrases With Definitions

MATERIALS:
Words/phrases mounted on 3" x 5" laminated cards
Definitions on 8 1/2" x 11" laminated sheets
Student CDA competency books or answer sheet

PROCEDURE: Instruct students to:

1. Pass out words and definitions to different students.
2. Students walk around, trying to match terms and definitions.
3. If there are students who do not receive either a term or a definition, they can be "checkers". Checkers need either the CDA competency book or an answer sheet.
4. When finished, students can read these terms and definitions to the rest of the class.

COMMENTS: Definitions could also be posted on the wall. Posting them in alphabetical order makes them easy to check.

SUGGESTED LENGTH OF TIME: 20 minutes

LEARNING STYLES:
Visual, Tactile
Group

SOURCE:
CDA Faculty
San Antonio College

TOPIC: CDA PROCESS

OBJECTIVE: Students will develop a presentation on one portion of the CDA process.

ACTIVITY: Putting It All Together (Presentations on the CDA process)

MATERIALS: Butcher paper, markers and other materials which students may request or provide

PROCEDURE: Instruct students to:

1. Divide class into 4 groups. Each group is given one of the following topics:
    a. The CDA candidate: qualifications and responsibilities
    b. The professional resource file
    c. The CDA advisor: qualifications and responsibilities
    d. The CDA representative: responsibilities
2. Each group is to develop a presentation on their topic to present to the rest of the class.
3. Presentations

COMMENTS: Most groups used a role playing approach and the other students found this helpful and enjoyable. Instructor may need to help students brainstorm presentation ideas.

SUGGESTED LENGTH OF TIME: 1-2 hours (preparation time and presentations)

LEARNING STYLES:
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

TOPIC: CDA PROCESS

OBJECTIVE: Students will answer questions related to the CDA process.

ACTIVITY: Beat the Clock

MATERIALS: Timer, noisemakers, questions (following page)

PROCEDURE: Instruct students to:

1. Divide class into teams.
2. Give each team a noisemaker (i.e. drum, shaker, bells, sticks, etc.).
3. Set timer (30-40 seconds).
4. Read question.
5. Whoever knows the answer uses their noisemaker and answers the question.
6. If they answer correctly their team gets a point. If answer not correct, the other team may answer. If no team can answer when timer sounds, then question is discussed.

COMMENTS: Students really enjoyed this. It proved to be a very effective way to review terms. The list of questions includes several pertaining to infants/toddlers. Credential questions could be changed depending on group needs. Stickers can be given as prizes.

SUGGESTED LENGTH OF TIME: 20-30 minutes (depends on the number of questions)

LEARNING STYLES: Group
Oral

SOURCE: CDA Faculty
San Antonio College

20 QUESTIONS (3 - 4 TEAMS)

1. What does CDA stand for?
2. What is the Council?
3. Who is the candidate?
4. Who is the advisor?
5. Who is the council representative?
6. What is the professional resource file?
7. What are the parent questionnaires?
8. What is the formal observation?
9. What is the early childhood studies review?
10. What is the oral interview?
11. What are competency statements?
12. How many competency goals are there?
13. How many functional areas are there?
14. Who are young infants?
15. Who are mobile infants?
16. Who are toddlers?
17. What is the direct assessment application form?
18. What is the verification visit?
19. How many resource items are part of the professional resource file?
20. What is the supplemental observation?

TOPIC: CDA PROCESS

OBJECTIVE: As a group, students will answer questions concerning CDA.

ACTIVITY: Everything You Wanted to Know About CDA, But Were Afraid to Ask

MATERIALS:
Group Inventory Form
CDA Assessment System and Competency Standards books

PROCEDURE:
Preparation for activity:
Divide students into small groups of 4 to 6.

Instruct students to:
1. Discuss questions and put down what they "think" is the correct answer.
2. Check answers in their books.
3. Instructor may then lead a discussion on questions.

COMMENTS: This activity brought out misconceptions some students had about the CDA process.

SUGGESTED LENGTH OF TIME: 30-45 minutes

LEARNING STYLES:
Group
Oral, Written

SOURCE:
CDA Faculty
San Antonio College

GROUP INVENTORY FORM

1. **What are the different options for CDA?** Center-based setting - Infant/Toddler endorsement - Preschool endorsement (each could have bilingual - Spanish/English endorsement) - Family Day Care Setting - bilingual endorsement - Home Visitor Setting - bilingual endorsement
2. **What is the national criteria used to evaluate a caregiver's performance with children and families?** The CDA competency standards which are divided into 6 competency goals are further defined in 13 functional areas.
3. **What are the requirements to apply for a CDA credential?**
    1. Be 18 years or older
    2. Have high school diploma or equivalent
    3. Be able to speak, read and write well enough to fulfill the responsibilities of a CDA candidate
    4. Sign a statement of ethical behavior
    5. Must be able to be observed working as a lead caregiver
    6. Have at least 480 hours of experience working with children 3 - 5 (for that endorsement) within the last 5 years
    7. Must have completed within the past 5 years 120 clock hours of formal child care education with at least 10 hours in the 6 competency areas as well as observing and recording children's behavior and child growth and development
4. **Is the CDA the same as a degree?** No - hours of training different, competency based, renewable.
5. **How much does it cost to get the CDA credential?** Direct Assessment - $15.00 application fee + $325 assessment fee + cost of training. P3 Program - $1,500.
6. **Do you have to be working full time to get your CDA?** No, must be able to be observed as lead caregiver. Program may operate a few hours a day, a few days a week or all day.
7. **Can a teacher assistant in a classroom apply for a CDA?** You must be able to be observed as a lead caregiver. You must be an active part of the teaching process.
8. **What does it mean to be competent?** Be able to meet the needs of young children in developmentally appropriate ways.
9. **What kind of documentation is used to show that the caregiver is competent?**
    1. A Professional Resource File
    2. Parent Opinion Questionnaires (Candidate)
    3. Formal Observation (Advisor)
    4. Early Childhood Studies Review (Council Rep)
    5. Oral Interview (Council Rep)
10. **Who can be an advisor?** An early childhood professional who meets qualifications. Council operates a national advisor registry.
11. **Who observes the CDA candidate in the classroom?** The advisor and sometimes the person providing the training.
12. **Is there a set form for the Professional Resource File?** Yes and no. No requirements for what it should look like. Definite requirements for the 3 sections.
13. **Why are parent questionnaires used? Who distributes them?** Purpose is to obtain feedback from parents about candidate's skills and knowledge. Parent questionnaires are distributed by the candidate and returned by parents in a sealed envelope.

TOPIC: CDA PROCESS

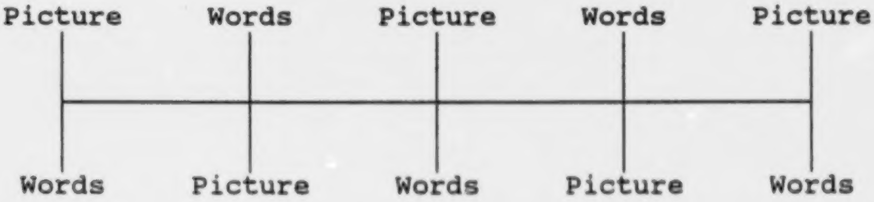
OBJECTIVE: Students will develop a timeline of important events in their life.

ACTIVITY: Timeline

MATERIALS: One half-sized poster board in neutral color
Magazines, ruler, markers, pencil, scissors

PROCEDURE: Instruct students to:

1. Show four to six important events in their lives that influenced their decision to work with young children.
2. Drawings, photos or magazine cutouts can be used to illustrate events along the timeline.
3. Add one or two sentences describing events.
4. Alternate placement of illustration and written description above and below timeline.



COMMENTS: Students can do this at home and then can use the timeline to tell the class about events important to them. This is most effective the second or third class rather than the first. This would be a meaningful assignment for students to complete before writing their autobiography for the Professional Resource File.

Follow up activity by instructing the students to fill out this form and share their "Me" poems with one another.

SUGGESTED LENGTH OF TIME: 2 hours (construction of chart can be done outside of classtime)

LEARNING STYLES:
Tactile
Group
Oral

A "ME" POEM

(First name) ____________________
Who is ________________ and ________________
Who enjoys ___________, ___________, and ___________
Who spends time ___________, ___________, and ___________
Who is concerned about _________ and ________
(Last name) ____________________

SOURCE:
Aricie Catalani
CDA Faculty
San Antonio College

OUTLINE FOR AUTOBIOGRAPHY
(Word Limit - 300 words)

FAMILY AND EDUCATIONAL BACKGROUND

Childhood -

    family members:

    area raised:

Any memorable incidents:

Education -

    elementary:

    high school:

    college:

Other highlights:

Present family:

EVENTS IN LIFE WHICH INFLUENCED DECISION TO WORK WITH YOUNG CHILDREN

TOPIC: CDA PROCESS

OBJECTIVE: Students will evaluate a competency statement.

ACTIVITY: Competency Statement Evaluation

MATERIALS:
Competency Goal Statement Grade Sheet - transparency
Competency Goal Statement Grade Sheet for each student
Sample Competency Statement transparency
Overhead projector
Worksheet

PROCEDURE: Instruct students to:

1. Review the criteria using the grade sheet transparency.
2. Hand out the grade sheet.
3. Go over the sample statement.
4. Use the grade sheet to evaluate the statement.
5. Discuss how it could be improved if necessary.

COMMENTS: Worksheet was provided to assist students in organizing information for competency goal statement. Competency Goal Statement Grade Sheet could also be used for peer editing competency statements. Students can edit each others work. Statements can be rewritten and then graded by instructor.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:
Visual, Auditory
Group

SOURCE:
CDA Faculty
San Antonio College

COMPETENCY GOAL STATEMENT GRADE SHEET

Name ______________________ Date ______________________

Competency Goal # ____________ Total Points Earned __________

		Possible Points	Points Earned
1.	Statement begins with the Competency Goal Statement	1	______
2.	Statement is legible	2	______
3.	Statement has correct spelling, punctuation and grammar*	12	______
4.	Statement is 200 to 500 words in length	1	______
5.	Statement is written in the Candidate's own words	6	______
6.	Statement is easily understood	6	______
7.	Statement accurately and realistically describes goals and activities for/with children within the last 6 months	6	______
8.	Statement includes goals that are related to the Competency Area	3	______
9.	Statement describes activities which are related to the goals	3	______
10.	Statement has goals and activities which are age-appropriate	6	______
11.	Statement has goals and activities which are culturally appropriate	6	______
12.	Statement has goals and activities which are individually appropriate	6	______
13.	Statement addresses all Functional Areas within the Competency Goal Area	2	______
		60	

*Key For Number 3
no errors - 12 pts
1-3 different errors - 8 pts
4-6 different errors - 4 pts
7 or more different errors - 0 pts

Name: ______________________________

COMPETENCY GOAL STATEMENT WORKSHEET

COMPETENCY GOAL ________
(Number)

____
(Competency)

MY GOALS FOR ______________:
(Functional Area)

WAYS I MEET THESE GOALS:

GOAL 1:

GENERAL ACTIVITIES FOR THIS GOAL

ACTIVITIES WITH YOUNG INFANTS

ACTIVITIES WITH MOBILE INFANTS

ACTIVITIES WITH TODDLERS

ACTIVITY/EXAMPLE WITH SPECIFIC CHILD

……………………………………………………………

GOAL 2:

GENERAL ACTIVITIES FOR THIS GOAL

ACTIVITIES FOR YOUNG INFANTS

ACTIVITIES FOR MOBILE INFANTS

ACTIVITIES FOR TODDLERS

ACTIVITY/EXAMPLE WITH SPECIFIC CHILD

Note: With preschool children, age of children can be used rather than the three age groups given here.

TOPIC: CDA PROCESS

OBJECTIVE: Students will familiarize themselves with oral interview portion of the CDA assessment process by role playing Council, Representative, Candidate and/or evaluating answers given by student role playing Candidate.

ACTIVITY: Role Playing Oral Interview

MATERIALS: Written situations and observers evaluation form for each group

PROCEDURE: Instruct students to:

1. Divide into groups of three.
2. Decide on roles of Candidate, Council Representative and Observer.
3. Pass out written situation form to "Council Representative" and observer form to "Observer".
4. Allow students time to read forms and ask any questions.
5. Then "Council Representative" conducts oral interview with "Candidate" responding and observer evaluating.

COMMENTS: Students can change roles for each situation. Instructor may need to demonstrate, talking through first situation. Caution "Representatives" not to give hints. They may direct Candidate's attention to a certain part of the situation not covered by Candidate's response. ("What do you think of this?")

SUGGESTED LENGTH OF TIME: 1 hour (depending on the number of situations used)

LEARNING STYLES:
Tactile
Individual, Group
Oral

SOURCE:
CDA Faculty
Child Development Department

SAMPLE WRITTEN SITUATIONS

Functional Area: Safe/Healthy
Age: Preschool
Setting: Center-based

Ms. Lewis is the lead teacher for a group of three-, four-, and five-year old children. All the learning materials and toys are sturdy and non-toxic. There is a heating unit which gets quite hot, so Ms. Lewis has put a "frowny face" on it so the children won't go near it. First aid supplies are kept in the office, and Ms. Lewis has posted a large red cross with a note to that effect.

In the classroom, Ms. Lewis has tissue, a rebus, and a plastic-lined, closed trash can. She and the children frequently wash hands during the day. When the children are outdoors, they tell a teacher when they need to go in and use a tissue.

What do you think of Ms. Lewis' practices in Safe and Healthy?

Functional Area: Guidance
Age: Preschool
Setting: Center-based

Mr. Garza is the teacher of a group of four-year olds. Suzie and Maria are in the Dramatic Play. They both want to be the receptionist in the Doctor's Office that Mr. Garza has set up. Mr. Garza wants the children to learn how to take turns, so he sets the timer for 10 minutes and tells Suzie she can be the receptionist first, then Maria can be the receptionist.

What do you think of this situation?

Functional Area: Social
Age: Preschool
Setting: Center-based

Ms. Brown, the four-year old teacher has allowed one hour for learning centers in addition to having certain centers open when children first arrive. Today, Dramatic Play is set up as a shoe store with lots of shoes, shoe boxes, foot measure, purses, and construction paper for money. Two of the boys are in the "Shoe Store" stacking shelves. Mary watches. Ms. Brown walks over to her and asks if she wants to play in the Dramatic Play Center. She nods. Taking Mary's hand, Ms. Brown and Mary walk over to the "Shoe Store". Ms. Brown tells the two boys that Mary wants to play, too. She then leaves to walk over to another center. The two boys tell Mary that they don't want her to play. Mary goes to another center.

What do you think about this situation?

Functional Area: Learning Environment
Age: Preschool
Setting: Center-based

The early three-year old teacher provides a variety of play materials such as puzzles, pegboards, beads to string, blocks, and art materials are stored on low open shelves for free use. Dramatic Play is set up in house situation. Centers are labeled. Posters and pictures of different types of families, children with handicapping conditions, adults and children of different cultures add to the environment. Schedule allows for 1 hour - 15 minutes learning center time and 30 minutes morning group time in which morning song, calendar, pledge to flag, and two stories are read.

What do you think about this environment?

Functional Area: Safe, Healthy, Learning Environment
Age: Mobile Infant, Toddler
Setting: Center Based

Maria has been asked by her director to convert a former three year old classroom into a classroom for toddlers 12 - 24 months. Maria checks to make sure all the plugs are covered. She also moves the record player up to a high shelf. She plans to use the counter space which is against the wall for the diapering area. She has decided to leave most of the learning centers which were set up for the three year olds, but will simplify them somewhat since the children are so young.

What do you think of this situation?

Functional Area: Self, Social, Guidance
Age: Mobile Infant
Setting: Center Based

Tye Shoo, a 12 month old Asian child, is enrolling in the infant center next week. Janie, who will be his primary caregiver, has scheduled a conference to talk with the parent about Tye Shoo's schedule (eating, napping, etc.). She plans to encourage the mother to spend a little time with Tye Shoo in the room before she leaves him on the first day. She feels these things will assure that Tye Shoo feels comfortable and accepted in his new child care setting.

What do you think of this situation?

Your Name ________________________ Your Role ____________________

Name of Candidate ____

Functional area(s) of question __________________________________

Did the candidate include the following in her/his response?

____ It is important that all materials and toys be sturdy and non-toxic.

____ It is inappropriate to expect that a "frowny face" is enough to keep children safe from the heater. There should be some kind of barrier in front of the heater.

____ Hand-washing is important, and rebuses are a good way to help children develop independence in health habits.

____ Tissues should be taken outdoors when the children go out; there should also be a way for them to clean their hands outdoors and a trash can for disposal of used tissues and wipes.

____ Putting up a red cross with a sign indicating where the first aid materials can be found is a good idea because a parent volunteer or a substitute teacher might need to use first aid supplies on an injured child.

What do you feel were the candidate's strengths in answering the question?

What do you feel were the candidate's weaknesses in answering the question?

What recommendations would you make to the candidate about her/his answer?

FACTORS TO CONSIDER FOR THE FIVE OTHER SAMPLE SITUATIONS

Your Name ______________________ Your Role ____________

Name of Candidate ____________________________________

Functional area(s) of the question ______________________

Did the candidate include the following in her/his response?

____ Learning how to take turns is appropriate for four-year olds.

____ If Mr. Garza solves the problem for the girls, they aren't learning how to solve their own problems or how to take turns.

____ Mr. Garza should use the problem-solving technique to help the girls learn to negotiate with each other.

Your Name ______________________ Your Role ____________

Name of Candidate ____________________________________

Functional area(s) of the question ______________________

Did the candidate include the following in her/his response?

____ Provides time in the schedule for play interaction.

____ Provides opportunity to learn cooperative skills - shoe store, possible jobs.

____ Did not help child enter play situation by offering a suggestion or role.

____ Did not stay to see how Mary was getting along with children.

Your Name ______________________ Your Role ____________

Name of Candidate ____________________________________

Functional area(s) of the question ______________________

Did the candidate include the following in her/his response?

____ Materials easily accessible.

____ Pictures demonstrate acceptance - child's family, race, children with handicapping conditions - need materials.

____ Schedule allows for ample time for learning centers.

____ Group time too long.

Your Name ______________________ Your Role ______________

Name of Candidate ____

Functional area(s) of the question _________________________

Did the candidate include the following in her/his response?

____ The teacher should examine other safety considerations besides plugs and record player such as
- diapering supervision
- small and/or detachable parts on toys
- sturdy, safe equipment
- storage for cleaning supplies

____ The teacher should examine health considerations such as
- accessible water
- toileting facilities for older toddlers
- toys which are easy to clean

____ Teacher should provide a proper toddler learning environment with such things as
- four activity zones
- soft spaces, alone places
- equipment and space which encourage movement
- materials which are multi-sensory
- room arrangement which allows toddlers to be as independent as possible

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Your Name ______________________ Your Role ______________

Name of Candidate ____

Functional area(s) of the question _________________________

Did the candidate include the following in her/his response?

____ The teacher should also talk with the parents about
- the child's signals when sleepy, hungry, distressed
- the parent's ways of calming the child
- the child's favorite toys, songs, loveys
- common reactions of infants and parents to starting child care

____ The teacher should encourage the parent to visit the center several times with the child before leaving him for a full day.

____ The teacher should encourage the parent to bring a favorite object which the child can keep with him during the adjustment period.

____ The teacher should check her pictures, books, dolls, etc. to be sure Asians are represented.

SAFE

Candidate provides a safe environment to prevent and reduce injuries.

Source: The Council for Early Childhood Professional Recognition, (Washington, DC).

LESSON PLAN

FOCUS: SAFE

OPENER: Listing Safety Standards and Inspection

LARGE GROUP: Imagining What Would Happen If...

SMALL GROUPS: Charts

LARGE GROUP: Discussion

FEEDBACK: Adding Safety Procedures and Materials

LARGE GROUP: Introduction of Safe Observation Form - Address to obtain individual copy of state minimum standards for Professional Resource File.

TOPIC: SAFE

OBJECTIVE: Students will list four types of standards and/or inspections early childhood programs must meet.

ACTIVITY: Listing Safety Standards and Inspections

MATERIALS: Blackboard or one large piece of paper

PROCEDURE: Instruct students to:

1. List at least four different types of standards and/or inspections an early childhood center must meet.
2. Compare and discuss list with person next to you.

As a group, students can then compile a class list of standards. Students may need an explanation of some of the standards or inspections.

COMMENTS: List could include building codes, fire regulation, city health department requirements, state licensing standards, military standards and Head Start standards. Copies of standards could be provided for examination.

SUGGESTED LENGTH OF TIME: 20-25 minutes

LEARNING STYLES: Individual, Group
Written

SOURCE: CDA Faculty
San Antonio College

TOPIC: SAFE

OBJECTIVE: In small groups, students will visualize, discuss and illustrate results of situation described by instructor.

ACTIVITY: Imagining What Would Happen If...

MATERIALS: Newsprint, markers, masking tape and music if desired

PROCEDURE: Instruct students to:

1. Relax in your chair...close your eyes...get comfortable...breathe in slowly...slowly, exhale slowly...slowly.
2. Now, think of a city where standards or regulations or rules for early childhood classrooms are unheard of... no regulations or rules or standards of any kind...no standards on number of children in the classroom...no standards on the size of the room...no fire regulations...no sanitary measures, etc.
3. Visualize how the classroom would be...visualize how the classroom would look. Think of the children...what would they be doing?
4. Have the students share their ideas with the rest of the students in their group. Have them discuss ways to illustrate this on paper. Give them the materials and time to illustrate their ideas. Each group can then explain to the rest of the class.

COMMENTS: Students in San Antonio College CDA classes really enjoyed this activity and created some wonderful drawings which not only illustrated the results of an imagined lack of standards or regulations, but also gave good insight about their understanding of the standards and procedures.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:

Visual
Group
Oral

SOURCE:

CDA Faculty
San Antonio College

TOPIC: SAFE

OBJECTIVE: Students will analyze procedures and materials presently used in their individual classroom and playground and determine additional procedures and materials to be used. These procedures and materials will be listed on Safety Exercise Sheet.

ACTIVITY: Adding Safety Procedures and Materials

MATERIALS: Safety Exercise Sheet (following page)

PROCEDURE: Instruct students to:

1. Think about safety routines and materials used in classroom and outdoors.
2. List on Safety Exercise Sheet.
3. Share with another student.
4. List additional procedures and materials that will make children safer in that classroom.
5. Share with another student.

COMMENTS: Remind students that they should implement as many of their new ideas as they can.

SUGGESTED LENGTH OF TIME: 20 minutes

LEARNING STYLES:
Individual
Written

SOURCE:
CDA Faculty
San Antonio College

SAFETY EXERCISE SHEET

Procedures and materials I now use to keep each child safe in the classroom and on the playground include:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Procedures and materials I intend to add to my classroom and playground to keep them safe for each child are:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

TOPIC: SAFE

OBJECTIVE: Students will complete inside environment portion of Safety Observation Form evaluating safety of their classrooms at the worksite.

ACTIVITY: Evaluation of Individual Classroom

MATERIALS: Safety Observation Form

PROCEDURE: Preparation for activity:
Discuss each evaluation item.

Instruct students to:
Look for specific examples of each of the criteria described. If they cannot find specific examples, they may need to change a procedure or add materials to the classroom.

COMMENTS: Students could evaluate campus child development center classroom before individual use in students' classrooms.

SUGGESTED LENGTH OF TIME: 1-1 1/2 hours

LEARNING STYLES:
Tactile
Individual
Written

SOURCE:
CDA Faculty
San Antonio College

Name ____________________________ Number of Children ___________

Center __________________________ Maximum Points Available _____

Date ____________________________ Points Earned ________________

SAFETY OBSERVATION

CLASSROOM

Directions: Look at the classroom very carefully. Write down specific examples for each of the 5 items on these pages.

1. Exits are marked. The following items are posted: procedures for fire and other emergencies, exit plan, and emergency telephone numbers. Some of these can be understood by children.
   Comments

2. Traffic paths are free of debris, obstructions or other structural hazards.
   Comments

C0

3. Precautions are taken to protect children's safety in the center; i.e., electrical outlets, electrical cords, heaters, etc. are shielded from the children. Dangerous substances such as toxic plants, plastic bags, aerosol cans, medicine, etc. are not accessible to children.
Comments

4. Furniture, toys and play equipment are in good repair. There is no peeling paint, sharp edges or points, small parts or broken pieces.
Comments

5. Selection of play toys and equipment inside and outside is appropriate for children's age.
Comments

LESSON PLAN

FOCUS: SAFE

OPENER: Writing Safety Information Cards

LARGE GROUP: Viewing safety videotape with described task Discussion

LARGE GROUP: Working with slides or pictures of unsafe conditions

LARGE GROUP: Discussion of outdoor portion of Safe Observation Form

FEEDBACK: Safe Observation Form

TOPIC: SAFE

OBJECTIVE: Students will write one of the ways to insure children's safety on the playground on a 3" x 5" card.

ACTIVITY: Writing Safety Information Cards

MATERIALS: 3" x 5" card for each student

PROCEDURE: Instruct students to:

1. Think about all the ways to insure safety on the playground. What are some safety considerations for the playground equipment? What are some precautions to take about the playground surface? How should the children be supervised?
2. Write one of the ways to insure children safety in ten words or less.

COMMENTS: This activity will focus student's attention on playground safety. Ideas from individuals can be compiled to make one master list on board or flip chart.

SUGGESTED LENGTH OF TIME: 10 minutes

LEARNING STYLE:
Individual
Written

SOURCE:
CDA Faculty
San Antonio College

TOPIC: SAFE

OBJECTIVE: Students will view videotape looking for answers to five questions on playground safety.

ACTIVITY: Viewing Safety Videotape With Described Task

MATERIALS: Videotape - "Playground Safety" by Joe Frost

PROCEDURE: Instruct students to:

1. Write safety information cards as described on previous page.
2. Introduce videotape and instruct students to look for listed safety procedures on videotape.
3. As a group list safety procedures.

COMMENTS: Audiovisual resource list gives more information on videotape.

SUGGESTED LENGTH OF TIME: 45 minutes

LEARNING STYLES: Visual, Auditory
Individual, Group
Written

SOURCE: CDA Faculty
San Antonio College

TOPIC: SAFE

OBJECTIVE: After a discussion on playground licensing standards, students will view slides and identify problems with playground equipment.

ACTIVITY: Working With Slides or Pictures of Unsafe Conditions

MATERIALS: Slides of hazardous conditions on playgrounds
Slides can be made from photographs Illustrating article by Dr. Joe Frost in Texas Child Care Quarterly (see Resources - Periodicals)

PROCEDURE: Preparation for activity:
Show slides of hazardous situations - some more obvious than others.

Instruct students to:
1. Write down as many problems as they can for each slide.
2. Have the students meet in small groups to compare and discuss their responses to the slides.
3. Show slides again allowing students to point out problems and correction methods.

COMMENTS: If photographs or slides are not available, students could be taken to a playground which does not meet licensing standards.

SUGGESTED LENGTH OF TIME: 20 minutes (if slides are used)

LEARNING STYLES:
Visual
Individual, Group
Oral, Written

SOURCE:
CDA Faculty
San Antonio College

PLAYGROUND

Directions: **Look at the classroom very carefully. Write down specific examples for each of the 5 items on these pages.**

1. There is 8 to 10 inch deep-cushioning material such as sand, pea gravel or shredded wood under all swings, merry-go-rounds, slides and climbing equipment. Absorbent material is loose rather than compacted. There is an absence of foreign objects in the absorbent material.
   Comments

2. Play equipment is in good condition, i.e. there are no sharp edges, broken or rusty parts, splinters, pinching parts, loose bolts.
   Comments

3. Children are made aware of safety practices and taught safety rules.
Comments

4. Staff is stationed so that entire playground is visible.
Comments

5. Surface of playground is checked for litter, holes, standing water, dangerous insects, poisonous plants, shrubs and trees.
Comments

LESSON PLAN

FOCUS:	SAFE
OPENER:	Limited List
LEARNING CENTERS:	Toy safety Safe curriculum material Plant safety Child abuse resources Safety activity Books
LARGE GROUP:	Discussion
FEEDBACK:	Student note

TOPIC:	SAFE
OBJECTIVE:	Students will list five methods of ensuring toy safety.
ACTIVITY:	Limited List
MATERIALS:	None
PROCEDURE:	Preparation for activity: Write the following stem sentence on board or flip chart: To be safe for young children, indoor toys must... Instruct students to: 1. Complete this stem sentence five times. 2. List responses from the group.
COMMENTS:	This activity will lead right into introducing the learning centers. You might also want to show the choke tube and explain its use.
SUGGESTED LENGTH OF TIME:	10 minutes
LEARNING STYLES:	Visual, Auditory Individual, Group Written
SOURCE:	CDA Faculty San Antonio College

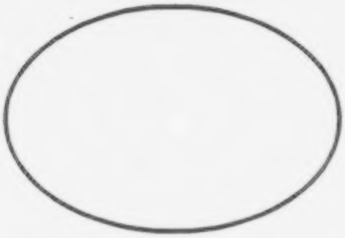
CPSC RATTLE TEST

Preparations:

1. Draw an oval 1 3/8" by 2" on a piece of cardboard.

2. Cut out oval.

3. Use this card to test rattles. If rattle can pass through hole to a depth of 1 3/16", discard the rattle.



Source: U.S. Consumer Products Safety Commission

TOPIC:	SAFE
OBJECTIVE(S):	Students will evaluate five toys using a Safety Evaluation Form. Students will evaluate three safety curriculums using an evaluation form for safe and healthy curriculum kits. Students will write on paper five phone numbers of child abuse agencies and helpful organizations and brief description of services provided by each. Students will collect material on poisonous plants and copy local poison control center and extension service phone number.
ACTIVITY:	Learning Centers: Toy Safety and Community Resources
MATERIALS:	Large selections of children's toys - both good and bad examples - ruler, rattle test, choke tube Safety materials (see Safety Education Materials--Safe-32) Community assistance directory for local area Resources on poisonous plants (see Printed Resources - Books) Other resources could include Girl Scouts Manual, county extension services, poison control centers, Department of Public Safety Markers, paper
PROCEDURES:	Instruct students to: 1. Read direction sheet 2. Proceed to visit each learning center. You may start at any center where there is room.
COMMENTS:	This is a real opportunity for the instructor to model interaction skills, observing, giving information when needed, encouraging and asking questions. It is very beneficial for students to discuss experience. Safety evaluation forms are provided for both infant/toddler toys and preschool toys. Students may be encouraged to bring toys for evaluation purposes.
SUGGESTED LENGTH OF TIME:	1-1/2 hours
LEARNING STYLES:	Visual, Tactile Individual Oral, Written
SOURCE:	Peggy Apple and CDA Faculty San Antonio College

SAFETY LEARNING CENTERS

All four learning centers are planned for you to be actively involved with the materials. You will learn safety information to be used in the classroom.

Use this handout as a direction sheet and as a checklist to indicate that you have completed each step. Hand in the completed checklist at the end of class.

Check when completed.

Learning Centers

a. Toy Safety

____1. Read evaluation form
____2. Select five toys to evaluate
____3. Each toy will be numbered on paper and have a separate column.
____4. Make sure to fill in the comments selection in order for this paper to be helpful to you in the future.

b. Safety Curriculums

____1. Read evaluation form
____2. Select curriculums to evaluate.
____3. Evaluate each kit. Discuss evaluation with other students.
____4. Resolve to evaluate safety curriculum you are using to determine appropriateness. You might also like to send for some of this material.

c. Examine Community Assistance Directories

____1. Design a chart to display emergency numbers.
____2. Write five brief descriptions of agencies that would be of assistance to your center.

d. Examine Pictures of Poisonous Plants.

____1. Make a list of poisonous plants common to your area.
____2. List ten common poisonous plants. Describe and/or sketch.

TOY SAFETY EVALUATION FORM
FOR PRESCHOOL TOYS

Directions: Briefly describe the three toys you will evaluate. Then rate materials for safety, circling "yes" or "no". Make specific comments for each.

Toy 1 Description	Toy 2 Description	Toy 3 Description

1. Toys are well-constructed and durable.

Toy 1 Yes No Comments	Toy 2 Yes No Comments	Toy 3 Yes No Comments

2. Painted toys have a non-toxic label.

Toy 1 Yes No Comments	Toy 2 Yes No Comments	Toy 3 Yes No Comments

3. Toys do not have parts that are propelled through air.

Toy 1	Toy 2	Toy 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

4. Toys that are plastic are constructed of plastic that can be bent rather than hard plastic that breaks and leaves sharp edges.

Toy 1	Toy 2	Toy 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

5. Dolls or stuffed toys do not have facial features, heads or limbs that could come off easily exposing sharp points or wires.

Toy 1	Toy 2	Toy 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

TOY SAFETY EVALUATION FORM
FOR INFANT AND TODDLER TOYS

Directions: Briefly describe the three toys you will evaluate. One should be a rattle. Then rate materials for safety, circling yes or no. Make specific comments for each.

Toy 1 Description	Toy 2 Description	Toy 3 Description

1. Toys are at least 1 1/2 inches in diameter to prevent swallowing. Use choke tube if available - can determine safety by length as well as diameter - can also measure diameter with ruler.

Toy 1 Yes No Comments	Toy 2 Yes No Comments	Toy 3 Yes No Comments

2. Toys are washable.

Toy 1 Yes No Comments	Toy 2 Yes No Comments	Toy 3 Yes No Comments

3. Toys are well constructed with no parts that could be easily be pulled off such as eyes or nose of animal or doll.

Toy 1	Toy 2	Toy 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

4. Stuffed toys are small and light enough so they will not suffocate child.

Toy 1	Toy 2	Toy 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

5. Rattle is large enough to avoid being a choking hazard. Use CPSC Rattle Test. Note: if rattle can pass through oval opening of 1 3/16", rattle is not safe.

Rattle
Yes No
Comments

EVALUATION FORM FOR SAFE AND HEALTHY CURRICULUM KITS

Kit Information --

Kit 1	Kit 2	Kit 3
Name	Name	Name
Address	Address	Address

Directions: Evaluate the three kits.
Circle "yes" or "no".
Make specific comments for each.

1. Rate Materials

a. Materials are well constructed to allow handling by children.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

b. Materials are attractive, colorful and appealing to preschool children.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

c. Materials are developmentally appropriate for suggested age group.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

d. Materials do not have advertisements or prominently displayed brands.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

2. Rate curriculum

a. Suggested activities are hands-on and concrete activities.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

b. Material can be used by the children in a self-directed manner during learning center time.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

c. Dictated art or "pictures to color" are avoided in this curriculum.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

d. Safe/Healthy concepts are developmentally appropriate.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

3. Consider possible use - choose a or b and respond

a. This could be used in early childhood classroom in the following manner:

Kit 1	Kit 2	Kit 3

b. This should not be used in an early childhood classroom for the following reasons:

Kit 1	Kit 2	Kit 3

Note: Addresses for Safety Education Materials are provided in the resource section.

TOPIC: SAFE

OBJECTIVE: Students will describe on paper feelings about class or progress in class.

ACTIVITY: Student Notes

MATERIALS: None

PROCEDURE: Instruct students to:

1. Write several sentences on how things are going.
2. Also, you may ask any question you might have about class this evening or about CDA.
3. Sign your name and hand in.

SUGGESTED LENGTH OF TIME: 5 minutes

LEARNING STYLES:
Individual
Written

SOURCE:
CDA Faculty
San Antonio College

TOPIC: SAFE

OBJECTIVE: Students will select one of their classroom safety rules, print and illustrate rule and justify use and method of introduction to children.

ACTIVITY: Illustrating Safety Rule

MATERIALS: Large sheet of paper for each student
Markers

PROCEDURE: Instruct students to:

1. Think about your safety rules and pick one that is particularly important.
2. Print rule in positive terms and illustrate rule in order for children to read without words.
3. Have students create pencil draft to be checked by instructor before starting final product.
4. Students will then meet in small groups and justify use of rule to rest of the small group members and explain or demonstrate creative ways of introducing rule to class.

COMMENTS: Determine level of understanding of positively stated rules and need for safety rules before doing this activity. Illustrated rules could be displayed in classroom walls.

SUGGESTED LENGTH OF TIME: 25-30 minutes

LEARNING STYLES: Visual, Tactile
Individual, Group
Oral, Written

SOURCE: CDA Faculty
San Antonio College

SAFETY EDUCATION MATERIALS

AAA Texas Division Public Relations and Safety Department
P.O. Box 1986
Houston, TX 77001,

AAA Foundation for Traffic Safety
8111 Gatehouse Road, Room 328
Falls Church, VA 22042
(Child pedestrian and traffic safety materials)

Ford Motor Company
Research and Information Department
The American Road
Dearborn, MI 48127
(traffic safety, seat belts)

Lakeshore Learning Materials
P.O. Box 6261
Carson, CA 90749
(free choke tube with order)

National Association for the Education of Young Children
1834 Connecticut Avenue
Washington, DC 20009-5786
(Children riding on sidewalks safely (CROSS), Walk in traffic safely (WITS) and We love you--Buckle up! curriculums)

National Safety Council
444 North Michigan Avenue
Chicago, IL 60611

State Poison Center,
The University of Texas Medical Branch
Galveston, TX 77550-2780
(pamphlet on poisonous plants)

U.S. Consumer Product Safety Commission
Washington, DC 20207
(Toy Safety Curriculum)

RESOURCES - AUDIOVISUAL

Beaty, Janice J. "Skills for Preschool Teachers" (8 filmstrips) Elmira, New York: McGraw.

"Building Quality Child Care: Health and Safety" Washington, D.C.: National Association for Education of Young Children. ($39.00)

Frost, Joe. "Playground Safety" (videotape) Austin, Texas: Department of Human Services, 1986. ($25.00 payment must accompany order)

RESOURCES - BOOKS

Aronson, Susan S. Health and Safety In Child Care Setting. New York, New York: Harper Collins Publishers Inc., 1991.

Comer, Diana E. Developing Safety Skills With Young Children. Albany, New York: Delmar Publishers, 1987.

Frost, Joe L. Play and Playscapes. Albany, New York: Delmar Publishers.

Feeney, Stephanie. Christensen, Doris. Moravcik, Eva. Who Am I In The Lives Of Children? New York, New York: Macmillan Publishing Company, 1991.

Kendrick, Abby Shapiro. Kaufmann, Roxane. Messenger, Katherine P. Healthy Young Children. Washington, District of Columbia: National Association of Young Children, 1991.

Marotz, Lynn R. Rush, Jeanettia. Cross, Marie. Health, Safety, and Nutrition for the Young Child. Albany, New York: Delmar Publishers Inc., 1989.

Minimum Standards. Austin, Texas: Texas Department of Human Services, 1985.

National Academy of Early Childhood Programs. Guide to Accreditation. Washinton, D.C.: National Association for the Education of Young Children, 1985.

Phillips, Carol Brunson (Ed). Essentials for Child Development Associates Working with Young Children. Washington, D.C.: Council for Early Childhood Professional Recognition, 1991.

RESOURCES - PERIODICALS

Frost, Joe L. "Preventing Playground Injuries" Texas Child Care Quarterly. pp. 20 - 27, Spring 1983.

Langham, Barbara. "Your Place is Poison proof? Look Again" Texas Child Care Quarterly. pp. 3 - 9, Summer 1987.

"Plants and Children" Texas Child Care Quarterly. pp. 11 - 14, Winter 1989.

HEALTHY

Candidate promotes good health and nutrician and provides and environment that contributes to the prevention of illness.

Source: The Council for Early Childhood Professional
Recognition, (Washington, DC).

Trans.

LESSON PLAN

FOCUS:	HEALTHY
OPENER:	Each One - Add One
SMALL GROUPS:	Imagery and Role Playing Teacher/Child Interaction
LARGE GROUP:	Discussion - Healthy Observation Form
FEEDBACK:	Health Collage

TOPIC: HEALTHY

OBJECTIVE: Students will describe one healthy practice in ten words or less.

ACTIVITY: Each One - Add One

MATERIALS: None

PROCEDURE: Instruct students to:

1. Select a recorder.
2. Start on one side of the room and instruct students to give one healthy practice in ten words or less.
3. Each student will quickly give one healthy practice.
4. Encourage students to avoid repeating one already given.

COMMENTS: This activity can lead into a discussion of health practices. If a student says, "They've said all the ones I thought of", say "Give an example of how you carry out one of those health practices".

SUGGESTED LENGTH OF TIME: 20 minutes (depends on size of class)

LEARNING STYLES: Individual
Oral

SOURCE: CDA Faculty
San Antonio College

TOPIC: HEALTHY

OBJECTIVE: Students will role play teacher/child interaction in a stressful interaction and a relaxed situation.

ACTIVITY: Imagery and Role Playing Teacher/Child Interaction

MATERIALS: None

PROCEDURE: Encourage students to:

1. Close their eyes and think of a very supportive teacher. "How does he or she look? What kind of expression is on her face? What does she do while children are in centers or eating or getting ready for nap time? What does she say?"
2. Encourage students to work with partners - one role playing teacher; one the child. Then switch.
3. Discuss feelings.
4. Then have students role play teacher/child interaction in a classroom which has been filled with tension and stress. Have them think of responses to the same question and then role play.

COMMENTS: Students may share with the whole group if they choose. Instructors should be sensitive to individual and group responses that may be different from instructor's expectation.

SUGGESTED LENGTH OF TIME: 30-35 minutes

LEARNING STYLES:
Tactile
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

TOPIC: HEALTHY

OBJECTIVE: Students will evaluate their classroom at the worksite using Healthy Observation Form.

ACTIVITY: Evaluation of Classroom

MATERIALS: Healthy Observation Form

PROCEDURE: Preparation for activity:
Discuss items on form with students.

Instruct students to:
Give specific examples and information. Complete all items. If a certain practice is not carried out in the center, do you do anything else? For example, if you did not have tooth brushing at your school, what kinds of activities have you planned concerning dental hygiene?

COMMENTS: This observation form gives students an opportunity to evaluate their room and work on items that are lacking. Classroom instructor can use the same form to evaluate and compare completed forms. Follow-up discussion could be used to exchange different ways criteria can be met. This form could be used as observation form for a classroom other than candidates.

SUGGESTED LENGTH OF TIME: 1 hour

LEARNING STYLES:
Tactile
Individual
Written

SOURCE:
CDA Faculty
San Antonio College

Name ______________________ Number of Children __________

Center ______________________ Maximum Points Available _____

Date ______________________ Points Earned ______________

HEALTHY OBSERVATION

Directions: Look at the classroom and classroom procedures very carefully. Write down specific examples for each of the 10 items on these pages.

1. Room is adequately ventilated with adequate light and comfortable temperature.
   Comments

2. Toys and equipment are clean. All areas are kept clean. Preschool children are encouraged to clean up their own spills, paper scraps and other minor messes with supervision.
   Comments

3. Extra sets of clothing are available for each child. Dressup clothing and accessories are washed each week. Children's bedding is individually labeled and washed each week.
   Comments

4. Sanitary diapering/toileting procedures have been implemented. Soap, paper towels and tissue are available at child's level.
Comments

5. Children wash hands properly after toileting, before eating, after nose blowing and whenever needed.
Comments

6. Correct handwashing procedures are used by adults whenever needed, i.e. upon arrival for work, before serving food, before and after each diapering/toileting and after blowing noses.
Comments

7. Teacher provides appropriate pleasant mealtime experiences. Menus are posted. A list of children's food allergies is kept in a prominent place in the classroom.
Comments

8. Dental hygiene is practiced with toddlers/preschoolers and is included in the curriculum.
Comments

9. Procedures have been established for dispensing medication, administering first aid, and contacting parents, etc.
Comments

10. Method is in place for sharing health information with parents.
Comments

TOPIC: HEALTHY

OBJECTIVE: Students will construct a collage which illustrates the competency definition of healthy.

ACTIVITY: Health Collage

MATERIALS: Magazines, paper, glue, markers, scissors, transparency of core concept (see beginning of healthy activities)

PROCEDURE:

Preparation for activity:
1. Show transparency on overhead projector.
2. Read out loud.

Instruct students to:
1. Think about the meaning of this competency area and picture it in their head. "What kinds of pictures would show the meaning? What words would you use?"
2. Students can work in pairs or individually depending on class size. Students can be given the opportunity to finish collages at home and show at next class period.

COMMENTS: You may want to point out to students that even though collages made from magazine pictures are appropriate for adult students, this type of activity is not developmentally appropriate for most preschool children.

SUGGESTED LENGTH OF TIME: 1 hour

LEARNING STYLES:

Visual, Tactile
Individual, Group

SOURCE:

CDA Faculty
San Antonio College

LESSON PLAN

FOCUS: HEALTHY

OPENER: Art Collage Showing

LEARNING CENTERS:

- Videotape - "Health and Safety Practices"
- Snack sharing
- Curriculum Materials Evaluation
- Textbooks, activity files - activities
- Teacher made materials

FEEDBACK:

- Discussion
- Learning Center Form

TOPIC: HEALTHY

OBJECTIVE(S): Students will complete answer on handwashing and cleaning classroom equipment and toys after viewing videotape "Health and Safety Practices".

Students will prepare snack following directions on self-directive chart.

Students will evaluate three health curricula using an evaluation form for safe and healthy curriculum kits.

Students will complete 10 activity cards on topic health.

Students will copy three ideas for teacher-made materials and construct one of the materials.

ACTIVITY: Learning Centers: Health

MATERIALS:
Videotape "Health and Safety Practices" (see Resources - Audiovisual)
Ingredients for snack
Self-directive chart (could be student supplied)
Packaged Curriculum Materials (see Health Education Materials page 20)
Activity books
Teacher-made materials supplied by instructor and students

PROCEDURE: Instruct students to:
1. Read direction sheet.
2. Proceed to visit each learning center.

COMMENTS: Students can also bring health curriculum.

SUGGESTED LENGTH OF TIME: 1-1 1/2 hours

LEARNING STYLES:
Visual, Tactile
Individual
Oral, Written

SOURCE:
CDA Faculty
San Antonio College

Name ______________________________

LEARNING CENTER

There are five learning centers through which you will rotate. Three of the centers - (videotape, curriculum materials and curriculum books) - have separate forms at the centers that need to be completed. Use this handout as a direction sheet and as a checklist indicating your process. Hand in the completed checklist.

Learning Centers

a. Videotape - "Health and Safety Practices"
____1. Read viewer's guide
____2. Watch videotape
____3. Answer questions
____4. Plan to make any necessary changes in your classroom.

b. Snack
____1. Wash hands
____2. Prepare snack according to self-directive chart from Let The Kids Do It.
____3. Enjoy snack

c. Packaged Curriculum Materials On Healthy
____1. Read Evaluation Form for Safe and Healthy Curriculum Kits
____2. Select three kits to evaluate
____3. Complete evaluation form
____4. Take information home to order kits you liked.

d. Textbooks/Activity Files
____1. Examine forms
____2. Read activity pages in textbooks.
____3. Locate activities under healthy and care of body in activity file
____4. Complete ten activity cards

e. Teacher-Made Materials
____1. Examine teacher-made materials brought in by instructor and students
____2. Copy ideas of three that you like
____3. Make and use one next week

STUDENT VIEWING RESPONSE FORM

VIDEOTAPE: "BUILDING QUALITY CHILD CARE: HEALTH AND SAFETY"

Directions: Read this guide carefully before viewing the videotape so you can focus your attention on these particular points. You may want to take notes on another paper and then answer the questions on this form after viewing the videotape.

1. After viewing this videotape, what would you tell a parent who questioned the emphasis on handwashing in your program?

2. You have a number of young three year olds in your center who wash their hands very quickly. How would you "teach" these children? Make sure each hand washing step is followed.

3. Clean toys and other materials is stressed in this videotape. Describe procedures.

4. Describe procedures used in your program to keep equipment, toys and areas clean.

EVALUATION FORM FOR SAFE AND HEALTHY CURRICULUM KITS

Kit Information --

Kit 1	Kit 2	Kit 3
Name	Name	Name
Address	Address	Address

Directions: Evaluate the three kits.
Circle "yes" or "no".
Make specific comments for each.

1. Rate Materials

   a. Materials are well constructed to allow handling by children.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

   b. Materials are attractive, colorful and appealing to preschool children.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

   c. Materials are developmentally appropriate for suggested age group.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

d. Materials do not have advertisements or prominently displayed brands.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

2. Rate curriculum

a. Suggested activities are hands-on and concrete activities.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

b. Material can be used by the children in a self-directed manner during learning center time.

Kit 1	Kit 2	Kit
Yes No	Yes No	Yes No
Comments	Comments	Comments

c. Dictated art or "pictures to color" are avoided in this curriculum.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

d. Safe/healthy concepts are developmentally appropriate.

Kit 1	Kit 2	Kit 3
Yes No	Yes No	Yes No
Comments	Comments	Comments

3. Consider possible use - choose a or b and respond

a. This could be used in early childhood classroom in the following manner:

Kit 1	Kit 2	Kit 3

b. This should not be used in an early childhood classroom for the following reasons:

Kit 1	Kit 2	Kit 3

Note: Addresses for Safety Education Materials are provided in the resource section.

ADDITIONAL HEALTHY ACTIVITIES

TOPIC: HEALTHY

OBJECTIVE: Students will discuss a characteristic of young children in relation to health. Students will list appropriate interactions and activities to promote good health and nutrition based on those characteristics.

ACTIVITY: Group-Generated Health Chart

MATERIALS: Large sheets of news print paper, felt markers, tape
One characteristic of young children - on a large sheet of newspaper page strip for each group (see characteristics' page - Healthy-15).

PROCEDURE: Preparation for activity:
1. Form small groups.
2. Give each group one page with characteristic or skill printed in large print.

Instruct students to:
1. Read characteristic carefully.
2. Think of ways teachers can use this information to promote good health and nutrition.
3. Think of one idea based on this information and add it to paper as it is passed to them.
4. Discuss and list several ideas in large print on paper.
5. Post on wall.
6. Discuss with the rest of the class members.

COMMENTS: You may want to add other characteristics to this list or you may want students to use characteristics for different ages. Other characteristics can be added to list by instructor. Students could also make separate list for different ages.

SUGGESTED LENGTH OF TIME: 15-20 minutes

LEARNING STYLES: Visual, Auditory
Group
Written

SOURCE: CDA Faculty
San Antonio College

CHARACTERISTICS

1. Preschoolers can learn by observing and imitating adults. Sample - teacher response - Model good health habits particularly handwashing and eating nutritious foods.

2. They ask many questions for information.

3. They are in the process of learning to dress themselves.

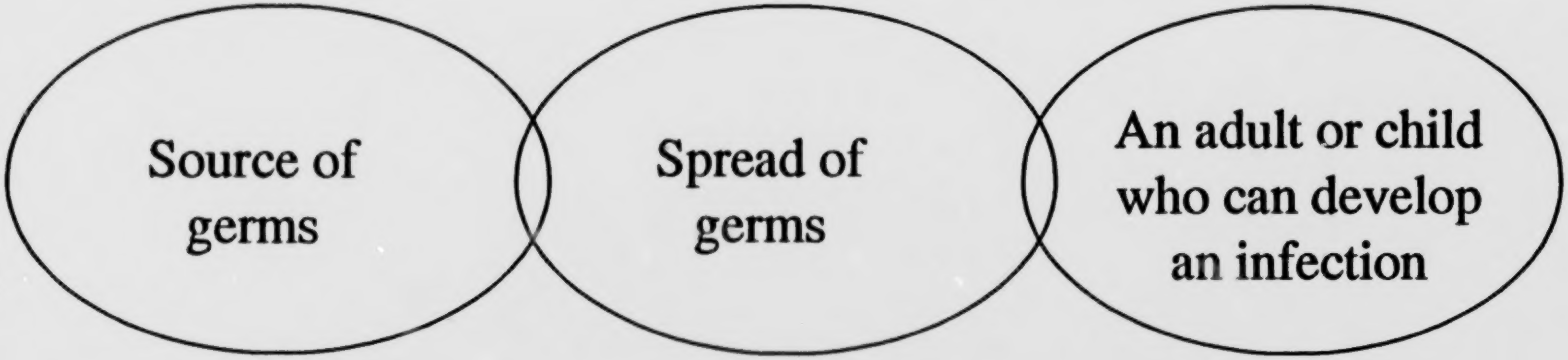
4. They can use the toilet and wash their hands.

5. They can pass and serve food from bowls and from small pitchers.

6. They can understand reasons for requests.

TOPIC:	HEALTHY
OBJECTIVE:	Students will summarize information explained on videotape.
ACTIVITY:	Video Summary
MATERIALS:	Videotape - "Prevent the Spread of Infection in Your Child Care Center!" (see Resource - Audiovisual)
PROCEDURE:	Instruct students to: 1. Carefully view videotape, taking notes on main ideas. 2. Summarize main ideas.
COMMENTS:	Ideas in videotape can be reinforced by discussion of chain of infection using transparency.
SUGGESTED LENGTH OF TIME:	45 minutes (including 25 minutes for videotape)
LEARNING STYLES:	Visual, Auditory Individual, Group Written
SOURCE:	CDA Faculty San Antonio College

CHAIN OF INFECTION



Source of germs

Spread of germs

An adult or child who can develop an infection

TOPIC: HEALTHY

OBJECTIVE: Students will categorize foods according to the food pyramid developed by U.S. Department of Agriculture.

ACTIVITY: Last Meal Analysis

MATERIALS:
Transparency of food pyramid (following page)
3 x 5 cards with different categories in food pyramid
Small stick-on pad or small pieces of paper and tape

PROCEDURE:

Preparation for activity:

1. Before class, post 3 x 5 cards with food categories.
2. Using transparency, discuss food pyramid. Additional information on food pyramid can be obtained from Essentials and from Metropolitan Life Foundation (see resources).

Instruct students to:

1. Think about the last meal they ate and write each type of food on a separate piece of paper. For example, if a student ate a hamburger, she will need a separate piece of paper for hamburger, bun, lettuce, tomato, mayonnaise, etc.
2. Students can then find the correct category on the wall and post their items.

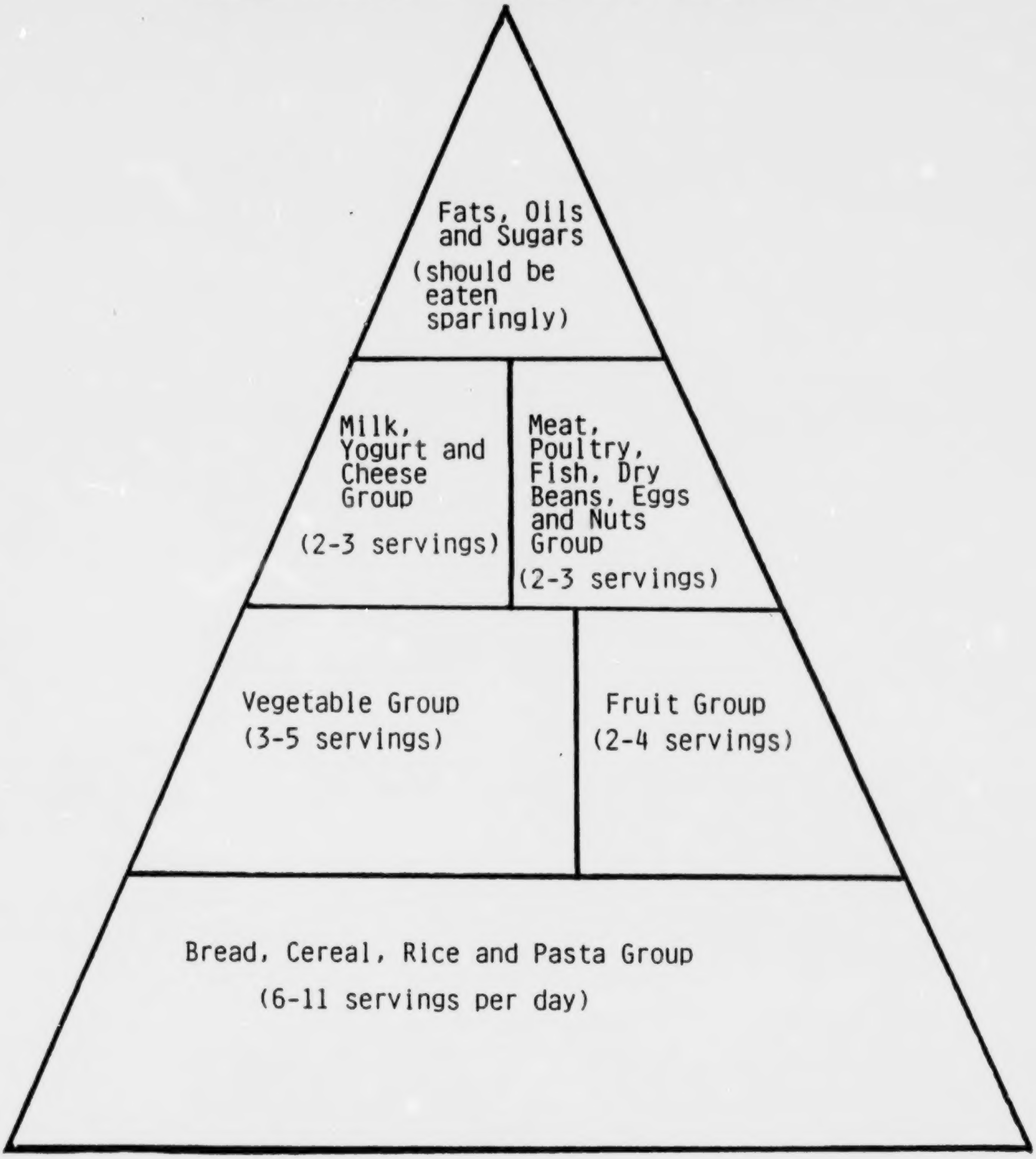
COMMENTS: This activity could be followed by brainstorming developmentally appropriate ways to teach children about nutritious foods. Students can also locate an agency or agencies that supply information on nutrition for children for item three in Resource Collection of the Professional Resource File.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:
Visual, Tactile
Individual, Group

SOURCE:
Peggy Apple
CDA Faculty
San Antonio College

THE NEW FOOD PYRAMID*


Fats, Oils and Sugars
(should be eaten sparingly)
Milk, Yogurt and Cheese Group
(2-3 servings)
Meat, Poultry, Fish, Dry Beans, Eggs and Nuts Group
(2-3 servings)
Vegetable Group
(3-5 servings)
Fruit Group
(2-4 servings)
Bread, Cereal, Rice and Pasta Group
(6-11 servings per day)

***U.S. Department of Agriculture and Department of Health and Human Services.**

HEALTH EDUCATION MATERIALS

American Dairy Association
6300 N. River Road
Rosemont, IL 60018

American Dairy Products Institute
130 North Franklin Street
Chicago, IL 60606

American Dental Asociation
Bureau of Dental Health Education
211 East Chicago Avenue
Chicago, IL 60611
(dental health)

American Heart Association
Texas Affiliate
P.O. Box 15168
Austin, TX 78761
(Heart Treasure Chest Curriculum)

American Medical Association and Health Education
Department of Community Health and Health Education
535 North Dearborn Street
Chicago, IL 60610
(health, safety and poison prevention education)

American National Red Cross
17th and D Streets, NW
Washington, DC 20006
(first aid, safety and nutrition)

Colgate - Palmolive Company
300 Park Avenue
New York, NY 10010
(dental education programs)

Lever Brothers Company
390 Park Avenue
New York, NY 10022
(dental health)

Johnson and Johnson Health Care Division
New Brunswick, NJ 08903
(first aid, dental health)

MetLife, Health and Safety Education
One Madison Avenue
New York, NY 10010-3690
(Food Pyramid chart, pamphlet and lesson plan)

Metropolitan Life Insurance Company
Health and Welfare Division
1 Madison Avenue
New York, NY 10010
(health, safety, first aid)

Procter and Gamble
8901 Blue Ash Road
Cincinnati, Ohio 45242
(handwashing education program)

Texas Society to Prevent Blindness
4606 Centerview Suite 260
San Antonio, TX 78228
(home eye tests)

U.S. Department of Agriculture
Human Nutrition Information Service
Federal Building #1
6505 Belcrest Road
Hyattsville, MD 20782
(information on food pyramid)

RESOURCES - AUDIOVISUAL

"Building Quality Child Care: Health and Safety" (videotape) Washington, D.C.: National Association for Education of Young Children, 1991.

Prevent the Spread of Infection in Your Child Care Center!" (videotape) Augusta, GA: Infection Control Educational Videos, Ltd., 1987.

RESOURCES - BOOKS

Aronson, Susan S. Health and Safety in Child Care. New York, New York: Harper Collins Publishers, 1991.

Balch, Barbara. First Things First. New York, New York: Upjohn, 1986.

Beaty, Janice J. Skills for Preschool Teachers. New York, New York: Macmillan Publishing Company, 1992.

Bredekamp, Sue. Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. Washington, D.C.: National Association for the Education of Young Children, 1987.

Feeney, Stephanie. Christensen, Doris. Moravcik, Eva. Who Am I In The Lives Of Children? New York, New York: Macmillan Publishing Company, 1991.

Green, Martin I. A Sign of Relief: The First-aid Hand Book for Childhood Emergencies. New York, New York: Bantam Books, 1984.

Kendrick, Abby Shapiro. Kaufmann, Roxane. Messenger, Katherine P. Healthy Young Children: A Manual for Programs. Washington, D.C.: National Association for the Education of Young Children, 1988.

Marotz, Lynn R., Rush, Jeanettia Cross. Health, Safety and Nutrition for the Young Child. Albany, New York: Delmar Publishers, 1989.

Phillips, Carol Brunson (Ed). Essentials for Child Development Associates Working with Young Children. Washington, D.C.: Council for Early Childhood Professional Recognition, 1991.

RESOURCES - PERIODICALS

Parks, Louise. "Keeping Healthy: A Comprehensive Health Policy Protects Children and Staff" Texas Child Care. pp. 6 - 13, Spring 1992.

"Hand Washing Really Works" Texas Child Care Quarterly. pp. 25 - 26, Spring 1986.

LEARNING ENVIRONMENT

Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.

Source: The Council for Early Childhood Professional Recognition, (Washington, DC).

Trans.

LESSON PLAN

FOCUS:	LEARNING ENVIRONMENT
OPENER:	Learning Environment Word Reaction
SMALL GROUPS:	Poster
LARGE GROUP:	Explanation of Posters Slides or Evaluation of Classrooms
FEEDBACK:	Application Form

TOPIC: LEARNING ENVIRONMENT

OBJECTIVE:

1. Students will recall words that are associated with the term learning environment.
2. They will list six characteristics of an effective learning environment.

ACTIVITY: Learning Environment Word Reaction

MATERIALS:
Large sheet of paper (optional)
Chalkboard could be used

PROCEDURE:

Instruct students to:

1. List on paper as many words as possible associated with the term learning environment.
2. Contribute to a group list of words.
3. Then with a partner list at least six characteristics of an effective learning environment.

The instructor lists characteristics on chalkboard. To avoid repetition, have the students give answer that is different or different from others listed. Summarize characteristics.

COMMENTS:

This then can lead into a discussion on the characteristics of an effective learning environment. You have determined what the students already know and are starting at that point. You may want to have students individually list words, then share words in small groups. Different focuses could be used, i.e. learning environments for toddlers, infants, after schoolers, etc.

SUGGESTED LENGTH OF TIME: 10 minutes

LEARNING STYLES:
Auditory
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

TOPIC: LEARNING ENVIRONMENT

OBJECTIVE: Students will illustrate one of the guidelines for "Organizing Space for Children" individually or with a partner.

ACTIVITY: Poster

MATERIALS: Large sheets of paper - newsprint, markers, tape
Article "Organizing Space for Children" or another article covering this information (see Resources - Periodicals)

PROCEDURE: Preparation for activity:

1. Have students read article and select guideline that they would like to spend more time on.
2. Print guidelines on individual signs with sign-up sheet below each.

Instruct students to:

1. Sign-up for the guideline they would like to illustrate.
2. Work individually or with a partner to create a poster.
3. Tape poster under printed guideline.
4. Be prepared to explain poster to the rest of the class.

COMMENTS: This is a very appropriate activity for students who are visual learners and those who learn by doing. This activity helps students apply the information obtained by reading.

SUGGESTED LENGTH OF TIME: 45-60 minutes

LEARNING STYLES: Visual, Tactile
Individual
Oral

SOURCE: CDA Faculty
San Antonio College

TOPIC: LEARNING ENVIRONMENT

OBJECTIVE: Students will view learning center slides and identify elements which meet guidelines.

ACTIVITY: Viewing of Learning Center Slides

MATERIALS: Teacher-made slides of learning centers that illustrate guidelines on Classroom Observation Form
Classroom Observation Form

PROCEDURE: Instruct students to:

1. Read over Classroom Observation Form.
2. Participate in group discussion identifying guideline on observation form.
3. Observe each of the other slides identifying guideline for which it is an example.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:
Visual
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

Name ______________________________ Number of Children ____________

Center ____________________________ Maximum Points Available _____

Date ______________________________ Points Earned _________________

CLASSROOM OBSERVATION
INFANT-TODDLER

Directions: Look at the classroom very carefully. Write down specific examples for each of the 20 items on these pages.

1. Classroom has an attractive inviting appearance.
   Comments

2. Spaces and furnishings in the classroom are scaled down to the children's level.
   Comments

3. Clearly visible boundaries define learning areas.
   Comments

4. Clear pathways allow smooth and safe traffic flow between play areas but does not encourage running.
   Comments

5. Active and quiet areas are provided.
Comments

6. Toddler rooms contain the four main learning zones--infant room at least two zones.
Comments

7. Private spaces are provided.
Comments

8. There are some spaces in the classroom that are personalized for individual children, i.e. labeled and cued cubbies, labeled carpet squares, display area for art work, family pictures, etc.
Comments

9. A feeling of softness is created in different areas in the room.
Comments

10. Adequate appropriate supplies are available in each area and stored in such a way that children can choose.
Comments

11. Materials are stored in clearly defined space so that children can begin to distinguish where things go.
Comments

12. Interesting sights and textures are located at the children's level.
Comments

13. Learning areas are multi-sensory.
Comments

14. Materials are constructed in such a way that the children can manipulate without assistance.
Comments

15. Supplies needed for daily routines (diapering/feeding) are stored close to the area of use and are easily accessible.
Comments

16. The pictures and posters on the walls are representative of a multicultural community.
Comments

17. Schedule takes into consideration individual eating and sleeping rhythms, attention span of children and allows for solitary and parallel play.
Comments

18. Plans are made for individual children.
Comments

19. Room for toddlers allows for large motor activities such as rocking, climbing, pushing and pulling and small motor activity such as dumping and stacking. Room for infants allows for rocking, sliding, crawling and dropping objects.
Comments

20. Space and materials in the room are arranged in such a way that movement is encouraged.
Comments

Source for ideas for items 1-5

Ard, Linda (Ed.) and Mabel Pitts (Ed.) Room to Grow: How to Create Quality Early Childhood Environments. Austin, Texas: Texas Association for Education of Young Children, 1990.

Name ______________________________ Number of Children __________

Center ____________________________ Maximum Points Available ____

Date ______________________________ Points Earned _______________

CLASSROOM OBSERVATION
THREE - FIVE YEAR OLDS

Directions: **Look at the classroom very carefully. Write down specific examples for each of the 20 items on these pages.**

1. Classroom has an attractive, inviting appearance.
   Comments

2. All pictures, signs, posters and bulletin board displays are representative of the differences in culture, ethnic groups, sex, language and families in our society.
   Comments

3. Realistic pictures are used in the classroom. Cartoon type pictures or commercial-made cut-out figures are avoided. Pictures are hung at child's eye level.
   Comments

4. Clearly visible boundaries define learning centers, i.e. shelves, other furniture, carpet, tape, etc.
   Comments

5. Clear pathways allow smooth and safe traffic flow between play area but do not encourage running.
   Comments

6. Following considerations have been made for placement of learning areas.
   a. Active and quiet areas are separated.
   b. There is easy access to water, light and electricity where needed.
      Examples:

Quiet	Active	Centers needing water	Centers needing natural lighting	Centers needing electrical outlets

7. Private spaces are provided.
   Comments

8. There are some spaces in the classroom that are personalized for individual children, i.e. labeled and cued cubbies, labeled carpet squares, display area for art work, and/or discovery material, family pictures, etc.
   Comments

9. A feeling of softness is created in different areas in the room, i.e. pillows, carpet, stuffed animals, bean bag chair, etc.
Comments

10. Adequate supplies are available in each area and stored in such a way that children can choose and put back by themselves.
Comments

11. Labeling of learning areas is done in English and in the home language of the children. First letter of the names of the learning center is in upper case letters; rest of the letters are lower case letters. All labels are consistent.
Comments

12. Areas are marked with pictorial signs which show the types of activities which will occur in the area. The signs are at child's eye level. Cues show where materials belong.
Comments

13. Toys and other learning materials are rotated as children's needs, skills and interest change.
Comments

14. Learning areas include materials depicting people of different cultures, ethnic groups and families. Materials are also non-sexist.
Comments

15. Learning areas are arranged so that there are cues which indicate to the children the number of children appropriate at any given time.
Comments

16. Smocks, dressup clothing and other materials are constructed in such a way that the children can manipulate without assistance.
Comments

17. Posted daily schedule alternates between active and quiet times and allows for frequent large blocks of time for child selected activities and occasional small blocks at time for teacher lead activities.
Comments

18. Posted lesson plans include written goals for children and activities planned to help them meet those goals.
Comments

19. Planned activities involve hands on experiences allowing children to be actively involved with materials.
Comments

20. Group experiences such as songs, finger plays, stories and games reinforce children's pride in themselves, their family culture and language. Experiences also assist children in developing an appreciation of various ages, families and cultural groups.
Comments

TOPIC: LEARNING ENVIRONMENT

OBJECTIVE: Students will evaluate a classroom using the Classroom Observation Form.

ACTIVITY: Evaluation of Classrooms

MATERIALS: Classroom Observation Form (pages LE 5-13, depending on age group)

PROCEDURE: Instruct students to:

1. Read over Classroom Observation Form.
2. Use form to evaluate college lab classroom.
3. Meet back in college classroom to discuss results.

COMMENTS: Observation form could also be used to visit another classroom in the city. This is a very worthwhile activity. Students need to see other classrooms. A list of centers can be provided. In San Antonio, there are a number of accredited centers. A list of local centers accredited by the National Association of Education of Young Children is provided to students.

SUGGESTED LENGTH OF TIME: 45 minutes

LEARNING STYLES:
Tactile
Individual
Written

SOURCE:
CDA Faculty
San Antonio College

TOPIC: LEARNING ENVIRONMENT

OBJECTIVE: Students will recall ideas they have seen in the slides viewed in class and describe how ideas will apply to their classroom.

ACTIVITY: Applying Ideas

MATERIALS: Application Form

PROCEDURE: Instruct students to:

1. Think of the ideas shown in the slides or in the classroom.
2. Write down ideas and then list ways these ideas can be used in your classroom. List as many as possible.

COMMENTS: This activity should reinforce the idea that students should apply these ideas in their own classroom.

LEARNING STYLES:
Visual
Individual
Written

SUGGESTED LENGTH OF TIME: 5-10 minutes

SOURCE:
CDA Faculty
San Antonio College

APPLICATION FORM

Directions: Think about all the ideas you saw in the slides. Write down the ideas that interested you. Then list ways these ideas could be used in the classroom. List as many as you can. During the week, you can then decide along with your advisor or classroom instructor which ones would be the best to implement.

IDEAS	APPLICATION

LESSON PLAN

FOCUS: LEARNING ENVIRONMENT

OPENER: What's in Your Brown Bag?

ACTIVITY: Sharing First Memorable Multicultural Experience

LARGE GROUP: Discussion

LARGE GROUP: Decoding Messages Given to Children by Stereotyped Educational Material
Display of appropriate material
Discussion

LARGE GROUP: Reacting to New Ideas
Videotape - "Anti-Bias Curriculum Reaction"

FEEDBACK: Individual classroom observation

TOPIC: LEARNING ENVIRONMENT (Culture)

OBJECTIVE: Students will select one item either on their person or in their purse that they feel reflect their culture.

ACTIVITY: What's in Your Brown Bag?

MATERIALS: One lunch size brown bag for each student

PROCEDURE: Pass out bags and instruct students to:

1. Look at accessories they are wearing and in their purses or other items they have with them to locate an item they believe reflects their culture. If they are experiencing difficulty locating item, remind them that culture doesn't necessarily mean race but a group which share certain things in common, i.e. people who work with young children.
2. Tell about the item in their bag and it's relationship to their "culture".

SUGGESTED LENGTH OF TIME: 10-15 minutes

LEARNING STYLE:
Tactile
Individual, Group

SOURCE:
Ana de Hoyos-O'Connor
Department Care Management Group
San Antonio, TX

TOPIC: LEARNING ENVIRONMENT

OBJECTIVE: Students will describe a multicultural experience to another student.

ACTIVITY: Sharing First Memorable Multicultural Experience

MATERIALS: None

PROCEDURE: Instruct students to:

1. Think about an experience with a person of another culture that made an impression on you. Think about how you might share this experience with another person.
2. Pair up with another person and share your experiences.

COMMENTS: Some students may need to be encouraged to really think about this first before deciding on an experience memorable to them. This activity could be followed by a discussion on examining social attitudes and ways to help children develop positive cultural, racial, gender and individual identities and to respect and accept people of other cultures. There is frequently denial about differences and it takes a skilled discussion leader to open up an honest discussion.

SUGGESTED LENGTH OF TIME: 20-30 minutes

LEARNING STYLES:
Auditory
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

TOPIC: LEARNING ENVIRONMENT

OBJECTIVE: Students will describe in written form the stereotypical message conveyed by material displayed.

ACTIVITY: Decoding Messages Given to Children by Stereotyped Educational Material

MATERIALS: Pictures, books, block accessories, records, fingerplays and songs which contain stereotypes
Give specific examples such as the song "Ten Little Indians", Indian head bands for dramatic play or an art project, books showing only white families or traditional family structures, pictures with minority characters with Anglo features but colored darker, sombrero-wearing Chicanos, etc.

PROCEDURE: Preparation for activity:

1. Place materials on tables around the room.
2. With each material place a folder of blank paper--half as many sheets as the number of students in the class.
3. On the chalkboard, write the question: "What message does this give young children?"

Instruct students to:

1. Examine each material with a partner.
2. Discuss and respond in writing to the question.
3. Fold paper in half so answer is covered and then go to another area to respond to the same question.
4. Do so until they have examined all materials.
5. Discuss responses together as a group.

COMMENTS: Students can complete this activity individually, with partners or in small groups. Class size, number of materials and amount of available space will be determining factors. This could be followed by showing a display of appropriate materials.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:
Visual, Tactile
Individual
Written

SOURCE:
CDA Faculty
San Antonio College

TOPIC: LEARNING ENVIRONMENT

OBJECTIVE: Students will write reaction to videotape.

ACTIVITY: Reacting to New Ideas

MATERIALS:
Videotape - "Anti-Bias Curriculum"
Reaction Worksheet for each student

PROCEDURE:

Preparation for activity:
1. Introduce video. This video defines an anti-bias approach to curriculum development. It gives specific examples of activities.
2. Introduce worksheet.

Instruct students to:
1. Carefully watch video.
2. Write their reaction on worksheet.

COMMENTS: This videotape may produce much discussion. Students could also brainstorm other ideas for children's activities following the anti-bias approach.

SUGGESTED LENGTH OF TIME: 45 minutes - 1 hour

LEARNING STYLES:
Visual, Auditory
Individual
Written

SOURCE:
CDA Faculty
San Antonio College

REACTION WORKSHEET

Students: ____

Name of audiovisual material: ___________________________

Some of the main ideas presented were:

What ideas were new to you?

Do you agree or disagree with the ideas presented? Why or why not?

How could you use one of the ideas presented in your classroom?

ADDITIONAL LEARNING ACTIVITIES

TOPIC: LEARNING ENVIRONMENT

OBJECTIVE: Students will identify elements of an environment that were special to them.

ACTIVITY: Remembering a Special Place

MATERIALS
Student imagination
Chalkboard or butcher paper

PROCEDURE: Instruct students to:

1. Think about a place that was special to them as a child.
2. Try to remember specific elements such as color, smell, texture, size.
3. Share with other students.

Group common elements together as they talk. Use as a starting point for discussion on comfortable and pleasing learning environments.

COMMENTS: Students may think about vacation spots. Direct their thinking to a special place in their home or town.

SUGGESTED LENGTH OF TIME: 20 minutes

LEARNING STYLES: Visual, Auditory
Individual

SOURCE: CDA Faculty
San Antonio College

TOPIC:	LEARNING ENVIRONMENT
OBJECTIVE:	Students will identify described practices relating to learning environment as appropriate or inappropriate.
ACTIVITY:	Appropriate Practice vs. Inappropriate Practice
MATERIALS:	Large piece of poster board (2). Entitle one "Appropriate Practice" and the other "Inappropriate Practice". Tacky or masking tape Typed statements relating to appropriate/inappropriate practices.
PROCEDURE:	Preparation for activity: Attach large poster boards on wall or bulletin board. Instruct students to: 1. Draw pieces of paper with statements related to appropriate/inappropriate practices. 2. Determine if particular statement would be "Appropriate Practice" or "Inappropriate Practice". 3. Take turns attaching statement under the appropriate titles on large poster board on the wall. 4. Discuss as a group the placement of statements.
COMMENTS:	Some of these statements can come directly from the NAEYC Developmentally Appropriate Practices book.
SUGGESTED LENGTH OF TIME:	30 minutes
LEARNING STYLES:	Tactile Individual Oral
SOURCE:	Vicki Whitaker/Sue Felps NEK-CAP HEAD START

TOPIC: LEARNING ENVIRONMENT

OBJECTIVE: List as many learning materials or as much equipment as possible for one of three learning centers.

ACTIVITY: Developing A Dream List

MATERIALS: Large pieces of paper, markers

PROCEDURE: Preparation for activity:
Divide students into three groups:
Discovery, Art and Table Games.

Instruct students that:

1. Someone is planning on donating a sizable sum of money to your school. You can have anything you want for this center in the classroom.
2. Make a list of all the materials and equipment that you would like for this center. You must have a minimum of twenty-five objects.
3. Pass list to another table.
4. Add to new list.
5. Rotate all three tables.
6. Post list on wall.
7. Think about what is now in your centers and additions that could be made.

COMMENTS: Students could also evaluate list and prioritize items defending their choices.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:
Tactile
Group
Written

SOURCE:
CDA Faculty
San Antonio College

TOPIC: LEARNING ENVIRONMENT

OBJECTIVE: Students will work in a small group writing a description of one of the learning areas in a preschool classroom explaining the materials and educational value of activities in this center.

ACTIVITY: Description of Learning Center for Open House

MATERIALS:
5" x 8" file cards - one for each group
Resource books on learning centers (see Resources - Books)
Learning centers listed on chalkboard
Instruction sheet for each group

PROCEDURE: Instruct students to:

1. Form small groups.
2. Choose a recorder.
3. Select a learning center. Each group needs a different learning center.
4. Brainstorm materials and educational value for the learning center.
5. Recorder can share information on center with the rest of the class.

COMMENTS: These center descriptions could be typed and then glued on cards for use in an open house situation or to make volunteers more aware of the importance of each learning center.

SUGGESTED LENGTH OF TIME: 20-30 minutes

LEARNING STYLES:
Visual
Group
Written

SOURCE:
CDA Faculty
San Antonio College

RESOURCES - AUDIOVISUAL

"Anti-Bias Curriculum" Pasadena, California: Pacific Oaks College.*

Beauty, J.J. "Skills for Preschool Teachers" (8 filmstrips) Elmira, New York: McGraw.

Dodge, D.T. "Room Arrangement as a Teaching Strategy" (filmstrip) Washington, D.C.: Teaching Strategies.

RESOURCES - BOOKS

Ard, Linda. Pitts, Mabel. Room To Grow, How To Create Quality Early Childhood Environment. Austin, Texas: Texas Association for Education of Young Children, 1990.

Beauty, Janice J. Skills for Preschool Teachers. New York, New York: Macmillan Publishing Company, 1992.

Bredekamp S. Developmentally Appropriate Practice. Washington, D.C.: National Association for Education of Young Children, 1987.

Derman-Sparks L. and the A.B.C. Task Force. Anti-bias Curriculum Tools for Empowering Young Children. Washington, D.C.: National Association for the Education of Young Children, 1989.

Feeney, Stephanie. Christensen, Doris. Moravcik, Eva. Who Am I In The Lives Of Children? New York, New York: Macmillan Publishing Company, 1991.

Greeman, Jim. Caring Spaces, Learning Places: Children's Environments That Work. Redmond, Washington: Exchange Press, 1988.

Phillips, Carol Brunson (Ed). Essentials for Child Development Associates Working With Young Children. Washington, D.C.: Council for Early Childhood Professional Recognition, 1991.

*Teaching Strategies
Pacific Oaks Bookstore
5 Westmoreland Place
Pasadena, California 91103
(818) 397-1330

Sprung, Barbara. Non-Sexist Education for Young Children: A Practical Guide. New York, New York: Women's Action Alliance, 1975.

Ziegler, Norma. Larson, Betty. Byers, Jane. Let the Kids Do It, Books 1 and 2. Fearon Teacher Aids, 1983.

RESOURCES - PERIODICALS

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Besinaiz, Nora Linda Ruiz. "How I Set Up Learning Centers" Texas Child Care Quarterly. pp. 17 - 22, Winter 1987.

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Bowers, Candice H. "Organizing Space for Children" Texas Child Care Quarterly. pp. 3 - 10, Spring 1990.

"Checklist for a Non-Sexist Classroom" Young Children. pp. 10 - 11, January 1990.

Greenberg, Polly. "Teaching About Native Americans? Or Teaching About People, Including Native Americans?" Young Children. pp. 27 - 30, 79 - 81, September 1992.

PHYSICAL

Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of children.

Source: The Council for Early Childhood Professional Recognition, (Washington, DC).

Trans.

LESSON PLAN

FOCUS: PHYSICAL

OPENER: Difficult Physical Tasks

LARGE GROUP: Overview lecture of three main portions of physical: basic milestone, appropriate and inappropriate large and small muscle activities, importance of activities to develop senses - transparency.

LARGE GROUP:
PARTNER WORK:
SMALL GROUPS: Recalling Concepts of Physical Growth and Motor Development

SMALL GROUPS: Becoming Gross Motor Skills Expert
or
Sequencing Large-Muscle Skills

LARGE GROUP: Follow the Leader

FEEDBACK: Bring an appropriate large-muscle activity for next class period and be prepared to demonstrate.

TOPIC: PHYSICAL

OBJECTIVE: Students will attempt to perform dictated physical tasks.

ACTIVITY: Difficult Physical Tasks

MATERIALS: None

PROCEDURE: Instruct students to:

1. Stand up.
2. Lean forward and touch your toes.
3. Try to touch your knees with your nose.

Discuss with the students their feelings as they attempt to do physical tasks that are very difficult for them. Ask them about their feelings toward their instructor who is requesting them to do tasks that are very difficult.

COMMENTS: Any difficult task could be used. Students could be asked to write their name with their non-preferred hand.

SUGGESTED LENGTH OF TIME: 5 minutes

LEARNING STYLES:
Tactile
Oral

SOURCE:
CDA Faculty
San Antonio College

PHYSICAL

Basic milestones of gross motor/fine motor development - birth through five years of age

Appropriate and inappropriate large-muscle and small-muscle activities

Activities to develop senses

Source: The Council for Early Childhood Professional Recognition, (Washington, DC)

Trans.

TOPIC: PHYSICAL

OBJECTIVE: Students will recall concepts and list as many as possible after viewing portion of videotape covering main concepts of physical growth and motor development.

ACTIVITY: Recalling Concepts of Physical Growth and Motor Development

MATERIALS: Videotape - "Physical Growth and Motor Development: The First 2 1/2 Years" (first of video portion on normal predictable patterns of development) see Resources - Audiovisual at the end of this section for suggestions
List of concepts - one for each student

PROCEDURE: Preparation for activity:
1. View videotape. They may not write at this time.
2. Stop video after general concepts covered.

Instruct students to:
1. Think, then write down as many concepts as they can remember.
2. Compare concepts with a partner.
3. Compare with a group of four.
4. Compare group's list to master list of concepts passed out by instructor.

COMMENTS: Any audiovisual presentation on physical growth and motor development could be used.

SUGGESTED LENGTH OF TIME: 35 minutes

LEARNING STYLES:
Visual, Auditory
Individual, Group
Oral

SOURCE:
CDA Faculty
San Antonio College

TOPIC: PHYSICAL

OBJECTIVE: Students will compare their knowledge of acquisition of motor skills before and after viewing a portion of a videotape covering this information.

ACTIVITY: Pre-test/Post-test and Viewing Video: "Physical Growth and Motor Development"

MATERIALS:
Pre-test/Post-test
Video (see Resources - Audiovisual)

PROCEDURE: Preparation for activity:
1. Explain to students that only the post-test results will be recorded.
2. Handout the pre-/post-test. Have students circle "pre" with a pen or pencil.

Instruct students to:
1. Answer the questions to the best of their ability.
2. Turn the test over.
3. View the portion of the video that covers acquisition of motor skills.
4. Use a different colored pen or pencil to circle "post" and to re-take the test.
5. Exchange tests and grade them as a class.

COMMENTS: Other audiovisual presentations covering physical development for young children could be used. A portion of the presentation could be used with very specific questions asked in pre-test/post-test.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:
Visual
Individual
Written

SOURCE:
CDA Faculty
San Antonio College

SAMPLE PRE/POST TEST QUESTIONS
Acquiring Gross Motor Skills

1. Which of the following is most important?
   a. age at which a child masters a gross motor skill
   b. speed at which a child masters a gross motor skill
   c. sequence of skills and correct muscle movements in mastering a gross motor skill
   d. comparison to siblings or relatives of the same age

2. Children learn gross motor skills best by
   a. direct instruction from a "personal trainer"
   b. experience and observation of others
   c. direct instruction in a class of same-aged children
   d. observing video tapes

3. The **main** reason we see wide individual differences in growth patterns of developing children is
   a. genetic inheritance and maturity both influence development
   b. some children do not get to take lessons, such as karate or ballet
   c. boys' development is significantly different from girls' development
   d. none of the above

TOPIC: PHYSICAL

OBJECTIVE:

1. Students will view portion of video relating sequence of gross motor skills looking for skills within an assigned age range.
2. Students will order gross motor skill cards according to ages.

ACTIVITY: Becoming Gross Motor Skills Experts

MATERIALS:

Videotape on gross motor skills - "Physical Growth and Motor Development: The first 2 1/2 Years" (portion on Normal Sequence of Development) (see Resources - Audiovisual)
Cards each with individual gross motor skills
Heading cards - 0 - 3 months
6 - 10 months
12 - 18 months
24 - 30 months
Numbered cards

PROCEDURE:

Preparation for activity:

1. Pass out numbered cards.
2. See comments for preparation of cards. Assign each small group of students a different age of children to watch.

Instruct students to:

1. View video very closely, concentrating particularly on their age group.
2. After viewing portion of video discussing sequence gross motor skills, each group will discuss and compare notes on their age group and compile complete notes. Each student in each group must have completed notes.
3. Students may then regroup according to color.
4. Pass out heading cards and one set of sequence cards.
5. With one "expert" on each of the different ages in each group.
6. Using headings, students will sequence cards under each heading.

7. Instructors can then go through skills having the students turn cards face down as they are named.
8. Have students rearrange incorrect cards.

COMMENTS: Numbered cards. Number cards according to number of small groups. Use same number of colored markers. For example, for 16 students, I would number cards 1 to 4 using different colors. You must have a different color for each number. Cards can then be used to separate students into one group using numbers and then another group for another activity using colors.

SUGGESTED LENGTH OF TIME: 45 minutes

LEARNING STYLES:
Visual, Tactile
Individual, Group
Oral, Written

SOURCE:
CDA Faculty
San Antonio College

TOPIC:	PHYSICAL
OBJECTIVE:	Students will sequence basic milestones of large-muscle skills.
ACTIVITY:	Sequencing Large-Muscle Skills
MATERIALS:	5" x 8" file cards or slips of paper - with one large-muscle skill listed on each Instructor's sheet--Large-Muscle Skills
PROCEDURE:	Hand card to each student instructing students to: 1. Form a line around the room according to sequence of large-muscle skills from 0 to 6 years. 2. If there are more students than cards, some students can serve as checkers to make sure everyone is in the proper place. Checkers could be supplied with list of skills in sequence.
COMMENTS:	This activity should help the students review the order of some of the basic large-muscle tasks. Activity may lead into discussion about "which comes first".
SUGGESTED LENGTH OF TIME:	10 minutes
LEARNING STYLES:	Visual, Auditory, Tactile
SOURCE:	CDA Faculty San Antonio College

DEVELOPMENT IS SEQUENTIAL AND HIERARCHICAL

Holding Chest Up When
Lying on Stomach
2 Months

Turning From Back to Side
4 Months

Sitting Alone
7 Months

Creeping
10 Months

Standing
10 - 14 Months

Walking
12 - 15 Months

Jumping
2 - 2 1/2 Years

Running
2 - 3 Years

Throw Ball With Direction
3 1/2 Years and Up

Heel to Toe Walk
3 3/4 Years

Catches Bounced Ball
4 Years

Galloping
4 1/2 - 5 Years

Skipping
5 - 6 Years

Source: Compilation of data from checklists including Postage and Denver Developmental Screening.

Trans.

TOPIC: PHYSICAL

OBJECTIVE: Students will demonstrate the developmental sequence of gross motor skills.

ACTIVITY: Follow the Leader

MATERIALS:
Video
Transparencies on stages

PROCEDURE:

Preparation for activity:
Assign students to a specific gross motor skill group (i.e. walking, running, jumping, hopping, skipping, throwing, catching).

Instruct students to:

1. Watch video and listen to lecture with transparencies paying particular attention to their skill.
2. Demonstrate their skill for the rest of the class. They will ask the other students to follow their lead in doing the skills as well (i.e. walk like a toddler, walk like a pre-schooler, etc.).

COMMENTS: Students can divide the demonstration tasks: one student in group demonstrating beginning stage, another the middle stage.

SUGGESTED LENGTH OF TIME: 30-45 minutes

LEARNING STYLES:
Visual
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

WALKING

12 - 15 months

Begins walking - wide base and outwardly turned toes.

15 Months - 3 Years

Feet come closer together and toes begin to point forward.

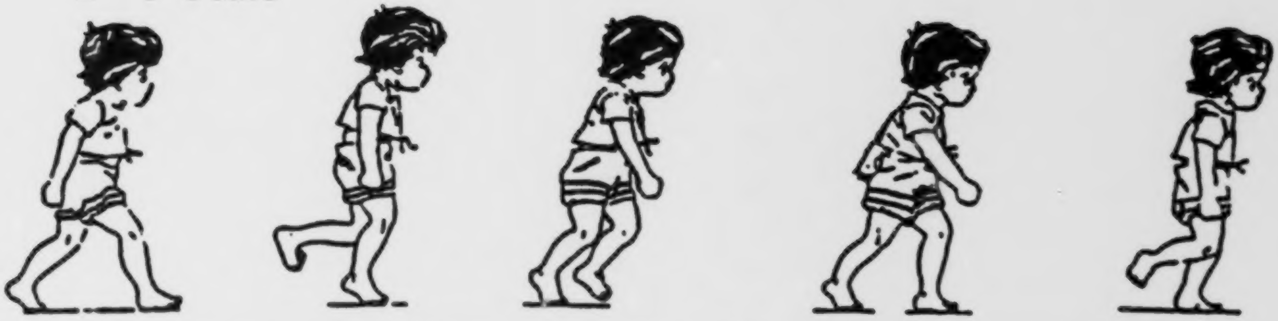
3 - 5 Years

Patterns include arm swinging and trunk rotation appears.

Trans.

RUNNING

2 - 3 Years



Legs stiff, stride uneven and short, legs wide apart for support.

4 - 5 Years

Able to start and stop running abruptly and to turn sharp corners without falling or losing balance.

5 - 6 Years

Mature running pattern, increase in knee motion, lengthening of stride and more vigorous arm motion.

Trans.

JUMPING

2 - 3 Years

Requires more muscle strength than running because both feet leave ground for a greater length of time. Can jump in place from a low step without falling.

Trans.

CLIMBING STAIRS

2 1/2 Year Old - Walks up and down stairs.

Brings both feet to the same step before attempting the next step.

3 Year Old -

Begins to use alternating feet.

3 1/2 Year Old -

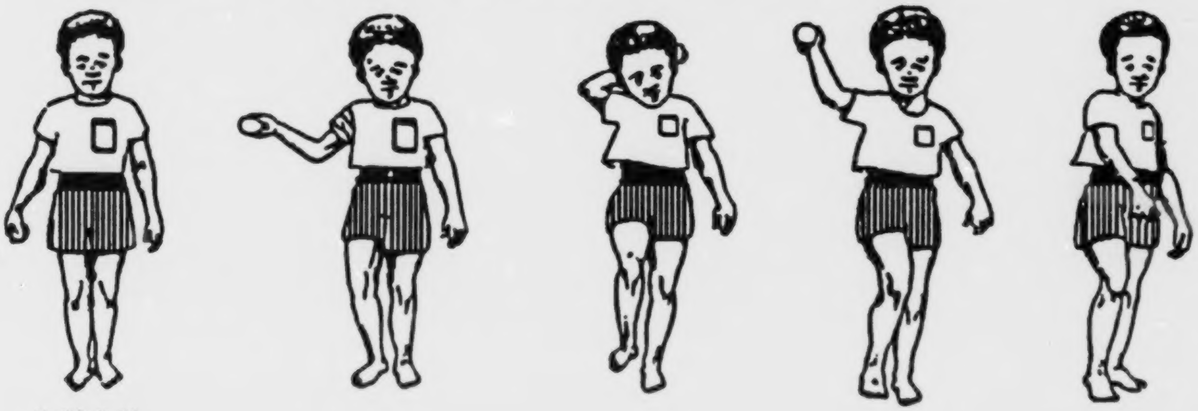
Can walk downstairs using alternating feet.

Trans.

THROWING SEQUENCE

Beginning -

Motion primarily a back to forward direction with limited feet movement. Arm swings in an over-the-shoulder action. Follow through forward and downward.



Middle -

Step taken in the direction of the throw. Force of the throw is no longer downward but in a direction parallel to the floor; movement in hip.

Mature -

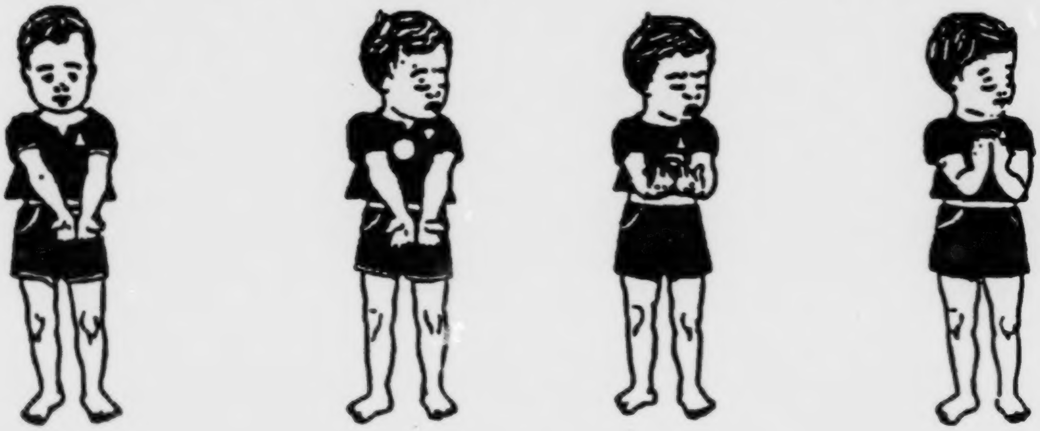
Advanced movement of foot is opposite the throwing arm. Weight begins on rear foot. As trunk rotates, weight is shifted with a step on the foot that is on the nonthrowing side of the body.

Sources: Hildebrand, Verna. Introduction to Early Childhood Education.
Gallahue, D.L. Understanding Motor Development in Children.

CATCHING SEQUENCE

Beginning -

Arms held directly in front of body, elbows extended, palms out. When ball reaches palms or arms, child scoops up ball toward chest. Child's eyes are not following ball. Face sometimes turned away from ball.



Middle -

Child tends to watch ball. Arms move toward approaching ball. Ball caught with hands with no other body part involved.

Mature -

Movements very similar to middle stage but child also moves body in order to receive ball.

Sources: Hildebrand, Verna. Introduction to Early Childhood Education.
Gallahue, D.L. Understanding Motor Development in Children.

LESSON PLAN

FOCUS:	PHYSICAL
OPENER:	Demonstration - Gross-motor activities
LARGE GROUP:	Videotape - "Physical Growth and Motor Development: 2 1/2 - 6 Years (portion on fine motor development and eye-hand coordination)
LARGE GROUP:	Sorting Small-Muscle Skills Cards (see Sequencing Large-Muscle Skills, Physical - 9)
INDIVIDUAL: LARGE GROUP:	Physical Development Material and Activities Hunt
FEEDBACK:	Fine Motor Toy

SAMPLE LIST OF FINE MOTOR SKILLS
INFANTS/TODDLERS

Holds hand clenched in
fist or partially open
1 - 2 Months

Grasps voluntarily when toy
is placed in hand
2 - 3 Months

Reaches block or
toy (mittenlike grasp)
6 Months

Bangs two toys together
9 - 10 Months

Grasps small object with index
finger and thumb (pincer grasp)
10 - 11 Months

Takes covers off containers
13 - 14 Months

Scribbles with crayon
(random scribbling)
13 - 14 Months

Turns pages in a book,
two or three at a time
15 Months

Piles three or four blocks
18 Months

Piles five or six blocks
21 Months

Turns pages of a book,
one at a time
22 - 23 Months

Fills and dumps containers with
sand, water, toys, etc.
24 - 29 Months

Enjoys finger painting
30 - 35 Months

Paints circular shapes on easel
30 - 35 Months

Cuts with scissors
35 Months

Source: Compilation of checklists including Portage and Denver Developmental Screening

Trans.

SAMPLE LIST OF FINE MOTOR SKILLS
PRESCHOOL

Uses scissors to cut paper
3 Years

Puts on shoes
3 - 4 Years

Dresses him/herself
3 - 4 Years

Drives nails and pegs
3 - 4 Years

Builds towers with cubes and
other small objects
3 - 4 Years

Holds writing and drawing utensils
3 - 4 Years

Strings beads
3 - 4 Years

Puts round pegs in round holes on pegboard
3 - 4 Years

Builds bridges with cubes
3 - 4 Years

Builds tall towers with cubes
4 - 5 Years

Begins to draw pictures that
represent real things
4 - 5 Years

Prints some recognizable letters
4 - 5 Years

Learns to lace shoes
5 - 6 Years

Source: Compilation of checklists including Portage and Denver Developmental Screening

Trans.

TOPIC: PHYSICAL

OBJECTIVE(S):

1. Students will identify materials and activities that develop large and small motor skills and the senses.
2. Students will also identify specific skills that these materials help develop.

ACTIVITY: Physical Development Material and Activities Hunt

MATERIALS:

Large and small motor materials set out in learning centers
Sensory materials set out in learning centers
"Physical Development Material and Activities Hunt Worksheet"

PROCEDURE:

Instruct students to:

1. Read worksheet.
2. Go to classroom and taking one center at a time list materials in the center.
3. Determine skill material or activity reinforces and write corresponding number next to name of activity or material.
4. Continue in each center.
5. Discuss complete worksheet as a group.

SUGGESTED LENGTH OF TIME: 45 minutes

LEARNING STYLES:

Visual, Tactile
Group
Written

SOURCE:

CDA Faculty
San Antonio College

PHYSICAL DEVELOPMENT MATERIALS AND ACTIVITIES HUNT WORKSHEET

With a partner, go to two classrooms (one must be the toddler classroom). Look for and list activities, materials, and/or equipment you find which would encourage large motor development, fine motor development, or sensory development. Indicate by number which skills you think are being developed.

Large Motor Skills

1 rolling
2 creeping/crawling 10
3 walking/running 11
4 climbing/jumping 12
5 pushing/pulling 13
6 throwing/catching 14
7 balancing/lifting 15
8 kicking/hopping 16
9 batting (whole arm)

Fine Motor Skills

17 patting/poking 26
18 grasping-palmer 27
19 grasping-pincer 28
20 pouring/cutting 29
21 pounding/mashing 30
22 twisting/turning 31
23 stringing/inserting 32
24 zipping/lacing 33
25 voluntary release/dropping 34

Sensory

35 seeing
36 hearing
37 touching
38 smelling
39 tasting

TODDLER LAB CLASS

Large Motor
Ex.: 2 tunnel
4 small climber

Dramatic Play
Ex.: 37 baby blankets
18 pots and pans

Quiet

Messy

Playground

OTHER CLASSROOM AGE ____________

Block

Dramatic Play

Music

Art

Manipulative

Discovery/Library

Writing Center

Playground

ADDITIONAL PHYSICAL ACTIVITIES

TOPIC:	PHYSICAL
OBJECTIVE:	Students will decide and list which fine motor skills certain toys enhance.
ACTIVITY:	Fine Motor Toy Display
MATERIALS:	Infant and toddler fine motor toys provided by the students and the instructor
PROCEDURE:	Preparation for activity: Ask students to bring a fine motor toy to class. Instruct students to: 1. Show their toy and describe the fine motor skills children would use as they play with the toy. 2. Display all toys and have students complete activity sheets attached on six toys - two for each age group (young infants, mobile infants and toddlers).
SUGGESTED LENGTH OF TIME:	30-45 minutes
LEARNING STYLES:	Individual Oral, Written
SOURCE:	CDA Faculty San Antonio College

NAME ____________________

FUNCTIONAL AREA: ______________________________

NAME OF ACTIVITY: ______________________________

AGE OF CHILDREN: check appropriate age(s)

Young Infants, 0 - 7 months ________

Mobile Infants, 8 - 17 months ________

Toddlers, 18 - 36 months ________

DESCRIPTION OF ACTIVITY:

SKILLS ENCOURAGED:

HOW YOU EXPECT CHILDREN TO USE THE ACTIVITY?:

TOPIC: PHYSICAL

OBJECTIVE: Students will role play the parts of teacher and parents.

ACTIVITY: Role Play Parent Meeting (Question-and-Answer)

MATERIALS:
A video on physical development (see Resources - Audiovisual)
Prepared scenarios for each group

PROCEDURE:

Preparation for activity:

1. Show segment of video dealing with small motor development and eye-hand coordination.
2. Have students take notes.

Instruct students to:

1. Divide into groups of 5 to 6 students.
2. Two students are assigned the role of teacher (with scenario). The other students are parents.
3. One of them is given a specific part to play (scenario). The other may ad-lib.
4. Allow the students time to develop the role play.
5. As a whole group, discuss this issue.

SUGGESTED LENGTH OF TIME: 20-25 minutes

LEARNING STYLES:
Tactile
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

You are the parent of a preschooler at Park Street Child Development Center. You are generally happy with the care your child is receiving. However, last week-end, your sister came for a visit with her preschooler. You were amazed to find out that her four-year old is being taught to write at his preschool. You know your child is just as smart as hers.

At the next parent meeting, you begin to ask questions about why your child is not being taught so he can be ready for school like his cousin. The teacher has a hard time convincing you that her way is the right way.

You are a teacher in an age-integrated classroom. The youngest child is three years old, and the oldest child is five and one half years old. You have set your classroom up in learning centers. Included among the many choices that children have are numerous small motor activities, such as cutting; playing with manipulative; playing with play doh, fingerpaint, and other art materials; and using materials at a "writing center".

You have been asked to lead a question-and-answer session at the monthly parent meeting. The parents want to know why you have not begun to teach their children to write the alphabet and their numbers. Even the parents of the younger children would like to see their children "learning something".

It is your responsibility to explain to them why the activities and materials you provide are appropriate (what is their value?), and why structured writing lesson at this time are inappropriate. You must remain calm and professional!!

TOPIC: PHYSICAL/COGNITIVE
Child Growth & Development

OBJECTIVE: Students will observe and record four developmental areas using a developmental scale or screening tool.

ACTIVITY: In-Class Observation of Real Children

MATERIALS: Children of appropriate ages (infants, toddlers, preschoolers)
Denver Development Scale and Success Screening which is used by some HeadStart Program (See References - Other)

PROCEDURE: Preparation for activity:

1. Students ahead of time will have studied general developmental information plus forms.
2. Ask for volunteers to bring their children.

Instruct several students to screen children. Other students can observe.

COMMENTS: Students have found this to be very helpful for understanding the material.

SUGGESTED LENGTH OF TIME: 30-40 minutes for infants
90 minutes for preschoolers

LEARNING STYLES: Visual, Auditory, Tactile

SOURCE: Catherine Mason
Central Texas College
Killeen, TX

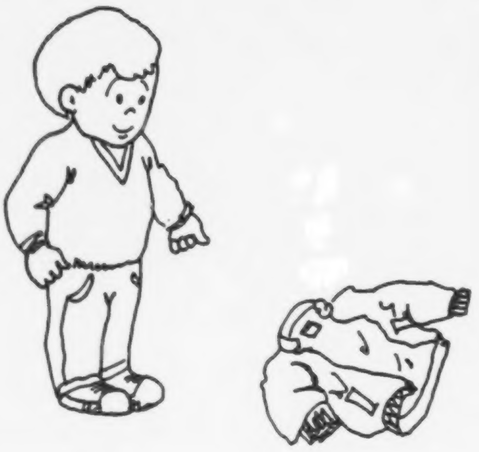
ADDITIONAL PHYSICAL HANDOUTS

SELF-HELP SKILLS FOR CHILDREN

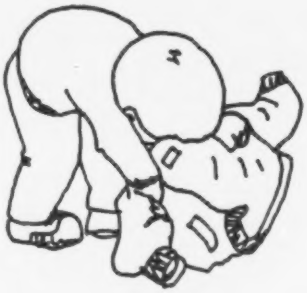
Children learn self-help skills in a developmentally appropriate early childhood setting. These skills are learned as they gain confidence in their ability to complete the task. This confidence is gained through trial and error and practice. An early childhood program provides activities geared toward the improvement of such self-help skills as brushing teeth, putting on jacket, putting on shoes, tying shoes and setting the table. These skills are presented in the classroom in a non-threatening, non-competitive manner. There is no set standard by which a child is measured as he progresses toward achieving these goals. A rebus chart can be used to demonstrate how to perform these self-help skills or to remind child of a procedure after it has been demostrated. A rebus for putting on a coat is provided on the next page. Let the Kids Do It Books 1 and 2 include many ideas for rebus charts. See printed resources.

SELF HELP SKILLS: PUTTING ON A JACKET

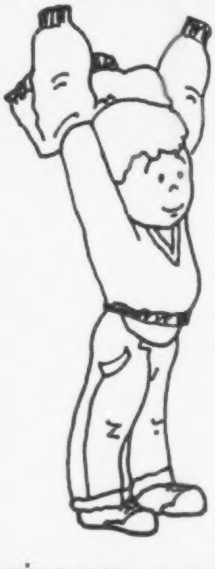
Here are four easy steps to help you you put on your jacket all by yourself.



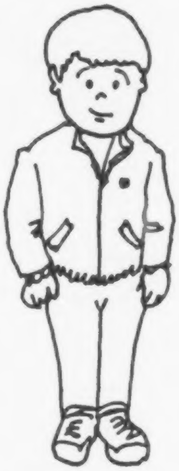
1. Put the jacket on the floor in front of you.



2. Bend down and put your hands into the sleeves.



3. Now swing your arms way up over your head.



4. Then wiggle a bit until your jacket falls into placel

CUTTING WITH SCISSORS

Activities preceding cutting:

1. Clip clothes pins which demand pinch action of fingers to thumb.
2. Clay which can be used in experimental play involving pinch, squeeze, and pound actions.
3. Pick up objects which can be picked up and released.
4. Hand or finger puppets which can be used to stimulate finger manipulation. Example: hand puppets-wave, clap puppet hands, hold puppet's head in its hands, etc.; all encourage increased open and closed movements of the fingers, as well as additional variations of hand and wrist movements.
5. Other materials which promote finger dexterity such as wooden puzzles with knobs, peg boards, string beads and cylinder blocks.

Suggestions on Introducing Cutting

Introduce the scissors very slowly. Some two-year-old children will not be ready. Don't push. Cutting is a developmental skill. Follow this sequence.

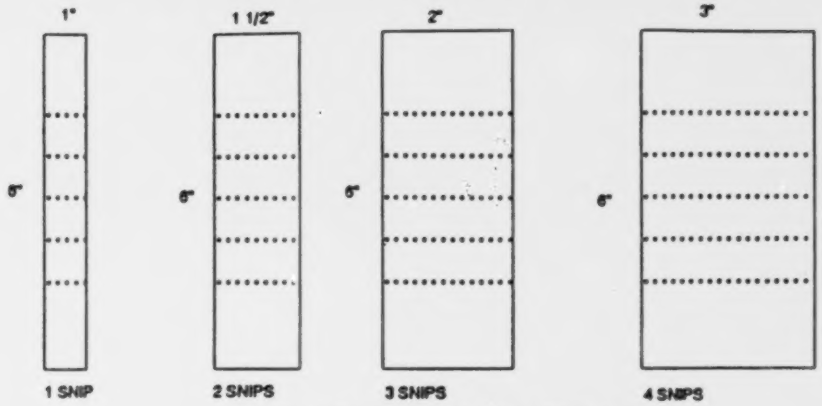
1" strips of construction paper--snip into pieces
1 1/2" strips - may take 2 snips or 1 big one
2" strips - 2 snips
3" - 4", etc.

Use 1/4 sheet of construction paper (good way to use up your scraps and faded colors). Permit free cutting...cut it all up, then snip all around for fringe, then fence posts.

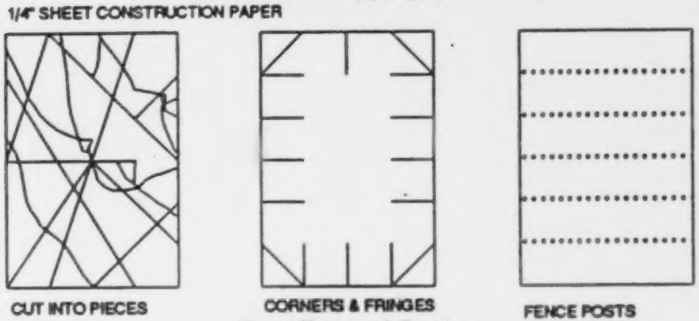
Use construction paper. It is firmer than typing paper or newspaper. Ask a printer to save the ends of bond paper. This comes in a variety of colors and is large enough for children to easily cut. Be sure child is sitting up straight at table with arm resting on the table. If a preference is shown for the left hand, provide left handed scissors. Use training scissors only if there are real problems. Permit experimentation. They will not be ready to cut on lines until almost 4 so do not expect it. The same applies to magazines. Let them tear old ones, but they cannot cut pictures out of them. Their coordination is not good enough as fine motor skills are not well enough developed. Cutting on lines causes real frustration just like coloring within lines. Notice suggested cutting sequence on next page.

Source: Norma Ziegler

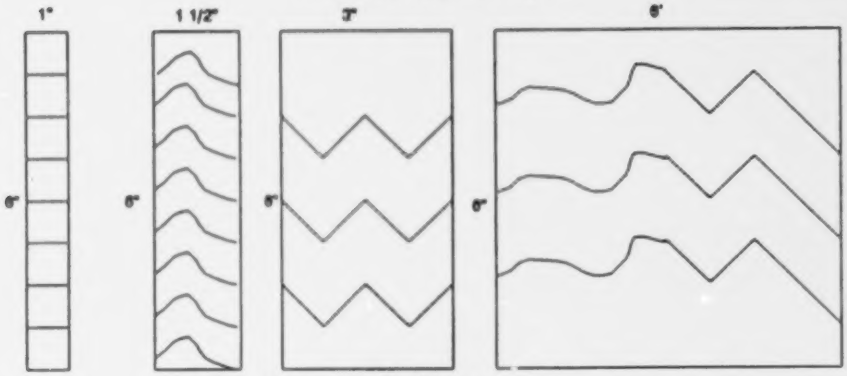
Suggested Cutting Sequences



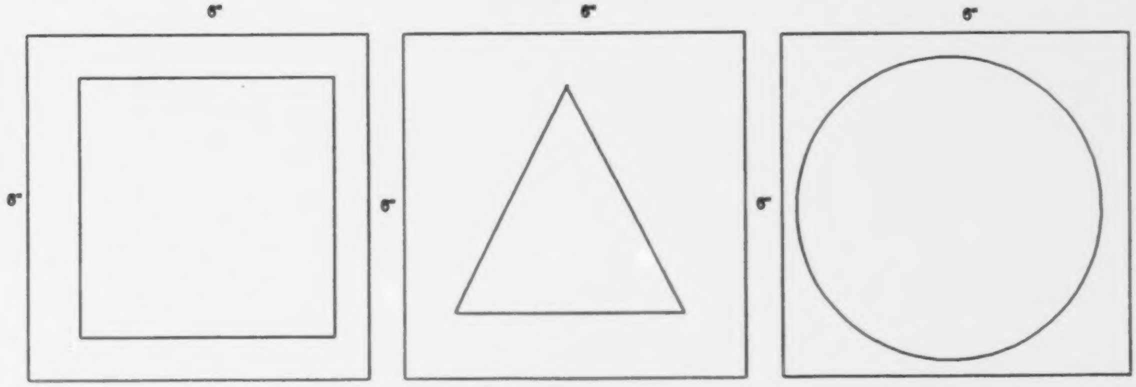
Free Formed Snipping (No Lines)



Free Formed Cutting



Marked Lines



Marked Basic Shapes

Name ______________________________ Number of Children __________

Center ____________________________ Maximum Points Available _____

Date ______________________________ Points Earned ________________

PHYSICAL OBSERVATION

Directions: Look at the classroom and classroom activities very carefully. Write down specific examples for each of the 5 items on these pages.

1. A variety of developmentally appropriate activities is offered which enable children to develop their large muscles.

   Ex. infants/toddlers: crawling, standing, pushing, pulling, walking, rolling, throwing, climbing.

   Ex. preschoolers: walking, running, climbing, throwing, kicking, dancing, balancing, throwing and catching, climbing, hopping, jumping, etc.

   Comments

2. A variety of developmentally appropriate activities is offered which enable children to develop their small muscles.

   Ex. infants/toddlers: batting, grasping, shaking, banging, drop-in, twisting off, scribbling, etc.

   Ex. preschoolers: inserting, zipping, lacing, twisting and turning, pouring, cutting, holding and pounding, etc.

   Comments

3. Children's physical skills are observed and evaluated. Material and activities are provided based upon information learned from observation.
Comments

4. Children's changing needs for active play, quiet activity and rest are planned for and supported.
Comments

5. Sight, sound, smell, taste and touch experiences are provided.
Comments

RESOURCES - AUDIOVISUAL

"Physical Growth and Motor Development" Human Development Services: Concept Media 0 - 2 1/2 and 2 1/2 - 6 years.

RESOURCES - BOOKS

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REFERENCES - OTHERS
ADDRESSES

Denver Development Screening Test
LAPOCA
Project and Publishing Foundation, Inc.
E. 51st Avenue and Lincoln Street
Denver, Colorado 80216

Portage Project
CE SH 12
Box 564
Portage, Wisconsin 53901

Success Screening for Understanding Capabilities of Children for Early School Success
Institute for Child and Family Studies
Texas Tech University
Box 4170
Lubbock, TX 79409

COGNITIVE

Candidate provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the development levels and learning styles of children.

Source: The Council for Early Childhood Professional Recognition, (Washington, DC).

Trans.

LESSON PLAN

FOCUS: COGNITIVE

OPENER: Definition of Cognitive

LARGE GROUP:
SMALL GROUPS: Keep the Appropriate! Throw Away the Inappropriate!

LARGE GROUP: Cognitive Development Video

FEEDBACK: Description of My Dream Preschool or My Nightmare Preschool

TOPIC: COGNITIVE

OBJECTIVE: Students will define, without altering the meaning, the term "cognitive" using words not in definition on transparency.

ACTIVITY: Definition of Cognitive

MATERIALS: Definition of Cognitive - transparency

PROCEDURE: Instruct students to:

1. Carefully read definition of cognitive.
2. Write a definition using different words but not changing the meaning.
3. Divide into groups and each member of the group will read his/her definition.
4. Group members will decide on the best reworded definition to present to the class.
5. Present to the whole group.

SUGGESTED LENGTH OF TIME: 20 minutes

LEARNING STYLES:
Visual, Auditory
Individual, Group
Oral, Written

SOURCE:
CDA Faculty
San Antonio College

TOPIC: COGNITIVE

OBJECTIVE: Students will evaluate their own teaching practices/activities in light of Piaget's theory of cognitive development.

ACTIVITY: Keep the Appropriate! Throw away the Inappropriate!

MATERIALS:
Overheads about characteristics of thought during each of Piaget's stages of cognitive development
Small pieces of paper

PROCEDURE:

Preparation for activity:

1. Go over the overhead transparencies, giving specific examples, anecdotes, etc.
2. Discuss how characteristics of children's, thoughts should be taken into account through developmentally appropriate activities.
3. Give examples of inappropriate practices.

Instruct students to:

1. Write on one piece of paper something they do that is appropriate based on what has been discussed.
2. Write on another piece of paper write something she/he now realizes is inappropriate.
3. Share with those around them.
4. They may share with entire group if desired.
5. Throw away the inappropriate practice papers in the trash can as they leave the room.

COMMENTS: Students may need some ideas for inappropriate practices, such as "Put Halloween decorations up on October 1st."

SUGGESTED LENGTH OF TIME: 45-60 minutes

LEARNING STYLES:
Visual, Auditory
Individual, Group

SOURCE:
CDA Faculty
San Antonio College

PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

- ◂ SENSORIMOTOR STAGE
- ◂ PREOPERATIONAL STAGE
- ◂ CONCRETE OPERATIONS STAGE
- ◂ FORMAL OPERATIONS STAGE

Trans.

SENSORIMOTOR STAGE

- 0 - 2 years
- Learning to coordinate sensory experience with motor activity
- Progresses from

  reflexive behavior

  to

  repetitive self-initiated behavior

  to

  manipulation of objects

  to

  goal-directed behavior
- Object permanence

PREOPERATIONAL STAGE

- 2 to 7 years
- Symbolic systems develop rapidly (language)
- Emergence of an understanding of numbers, classification systems, certain types of relationships
- No framework in place for understanding time
- Egocentrism
- Centration
- Irreversibility

Trans.

CONCRETE OPERATIONS STAGE

- 7 to 12 years
- Thought processes gain in ability to perform mental operations
- Thinking is less restricted
- Concrete objects in the "here and now"
- Logical operations -- no longer "perception-bound"
- Child "decenters" and attends to transformations
- Child attains reversibility of operations
- The term concrete is significant!

Trans.

FORMAL OPERATIONS STAGE

- 11 to 12 years to Adulthood
- Capable of dealing with abstract concepts outside of the immediate environment
- Can consider many aspects of a problem at the same time

Source: Notes taken from a variety of sources.

Trans.

TOPIC: COGNITIVE

OBJECTIVE: Students will apply knowledge of cognitive development and developmentally appropriate practices by describing an ideal classroom situation or very inappropriate situation.

ACTIVITY: Description of My Dream Center or My Nightmare Center

MATERIALS: None

PROCEDURE: Instruct students to:

1. Think about some of the elements of cognitive development.
2. Think of developmentally appropriate and inappropriate practices.
3. Write a description of an ideal school called "My Dream Center" or write about the worst school imaginable and label it "My Nightmare Center".

COMMENTS: Students could read papers or post on wall.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:
Individual
Written

SOURCE:
CDA Faculty
San Antonio College

LESSON PLAN

FOCUS:	COGNITIVE
OPENER:	Exploration of Discovery Objects
LARGE GROUP:	Discussion of exploration process Discussion of Definition of Cognitive - transparency Introduction of Cognitive Concepts - transparency
INDIVIDUAL:	Cognitive Workshop infant/toddler or preschool
FEEDBACK:	Cognitive Workshop Worksheet

TOPIC: COGNITIVE

OBJECTIVE: Students will explore materials and write down information gained from experience.

ACTIVITY: Exploration of Discovery Object

MATERIALS: Selection of interesting objects appropriate for infants through preschool years:

household items
toys to squeeze, rattle, roll
toys with many textures
construction toys
items to feel
cause/effect toys
items to count

PROCEDURE: Instruct students to:

1. Explore materials in different ways.
2. Write a description of the object and its properties.
3. Compare and discuss with the rest of the group.

SUGGESTED LENGTH OF TIME: 20 minutes

LEARNING STYLES:

Tactile
Individual
Written

SOURCE:

CDA Faculty
San Antonio College

SAMPLE COGNITIVE CONCEPTS

INFANTS/TODDLERS

cause/effect
means/end
object permanence
properties of object
simple sorting

OLDER TODDLERS/PRESCHOOLERS

shapes
sizes
ordering
patterning
cause/effect
numbers
understanding cause and effect
counting
classifying
comparing
ordering
measuring
color

Trans.

TOPIC:	COGNITIVE
OBJECTIVE:	Students will evaluate the cognitive skills which different infant and toddler toys and equipment enhance.
ACTIVITY:	Cognitive Workshop (infant/toddler)
MATERIALS:	Cognitive toys brought by the students, home-made cognitive toys provided by the teacher photographs of infant/toddler equipment Cognitive Workshop Worksheet
PROCEDURE:	See worksheet on following page. 1. Set up displays. 2. Review workshop sheet with the students. 3. Allow students to work individually or in small groups.
COMMENTS:	This activity could be modified for teachers of preschool children. Articles on activities could be in place of photographs. See examples in Resources - Periodicals.
SUGGESTED LENGTH OF TIME:	1 - 1 1/2 hours
LEARNING STYLES:	Tactile Individual, Group Written
SOURCE:	CDA Faculty San Antonio College

COGNITIVE WORKSHOP WORKSHEET

TASK I
Provide information on the cognitive activity/toy you brought using the Toy/Activity Form. Put the form with your toy.

TASK II
Choose four toys from the teacher-made toy display. List the toy and the cognitive skills that this toy would enhance.

Toy 1

Toy 2

Toy 3

Toy 4

TASK III
Select one envelope. Look at the pictures in your envelope. For each picture list the concepts or skills the child could learn from the equipment or activities displayed.
ENVELOPE # ______

picture 1

picture 2

picture 3

picture 4

picture 5

TASK IV
Summarize the following:

- What new ideas have you gotten from this topic on cognitive development?

- What are you going to do with your children next week based on what you have learned in this topic? (use back as needed)

TOY/ACTIVITY FORM

YOUR NAME: ____

NAME OF TOY/ACTIVITY ______________________________________

AGE GROUP TOY/ACTIVITY CAN BE USED WITH ____________________

DIRECTIONS FOR TOY/ACTIVITY (IF NEEDED)

COGNITIVE SKILLS THIS TOY/ACTIVITY ENHANCES:

QUESTIONS YOU COULD USE WITH THIS TOY/ACTIVITY:

Source: Linda Ruhmann
San Antonio College

LESSON PLAN

FOCUS:	COGNITIVE
OPENER:	Classifying Objects
LARGE GROUP:	Types of Questions - transparency Handout
INDIVIDUAL, PARTNER, SMALL & LARGE GROUP:	Is this Open or Closed? What Kind of Question Is It?
LARGE GROUP: SMALL GROUPS:	Roles of Teacher - transparency Viewing videotape with specific assignment
FEEDBACK:	Self Evaluation Sharing children's response to open-ended questions - next class

TOPIC: COGNITIVE

OBJECTIVE: Students will classify objects in two or more different ways.

ACTIVITY: Classifying Objects

MATERIALS: Name of objects used from student's purse or wallet

PROCEDURE: Instruct students to:

1. Remove five items from purse/wallet and put in center of table.
2. Group objects so they are alike in one way.
3. Discuss criteria.
4. Group objects using another criteria, as a group.

COMMENTS: This could lead into a discussion of thinking/reasoning processes involved in activity. Criteria could be color, shape, texture and use. Thinking/reasoning skills should include observing, noticing likenesses and differences, classifying, etc.

SUGGESTED LENGTH OF TIME: 5-10 minutes

LEARNING STYLES:
Tactile
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

TOPIC: COGNITIVE

OBJECTIVE: Students will classify questions according to level: open-ended and closed ended.

ACTIVITY: Is This Open or Closed?

MATERIALS:
Types of Questions - transparency
Kinds of Questions - handout
Analyzing Questions Worksheet
Paper, overhead projector

PROCEDURE:
Instruct students to:
1. Read handout.
2. Participate in discussion of transparency on types of questions.
3. Complete "Analyzing Questions Worksheet".
4. Share with person next to you.
5. Share as small group.
6. As a large group, make a list of open-ended questions.

SUGGESTED LENGTH OF TIME: 20-30 minutes

LEARNING STYLES:
Visual, Auditory
Individual
Written

SOURCE:
Norma Ziegler
San Antonio College

TYPES OF QUESTIONS

Open-ended Questions -

questions that can not be answered with single word or a yes or no answer. Requires children to think. Appropriate for older 3's, 4's and 5's.

Closed-ended Questions or Object Questions -

questions that can be answered with a simple word or a yes or no answer. Questions which draw out memorized facts. Appropriate for toddlers.

Trans.

TOPIC: COGNITIVE

OBJECTIVE: Students in small group will determine level each open-ended question represents.

ACTIVITY: What Kind of Question Is It?

MATERIALS: Levels of Questioning - handout
Analyzing Questions Worksheet

PROCEDURE: Preparation for activity:

1. Encourage students to read handout, "Levels of Questioning".
2. Lead discussion on the different levels.

Instruct students to:

1. As a small group, reread list of open-ended questions.
2. Place the number of level of question it represents.

SUGGESTED LENGTH OF TIME: 15-20 minutes

LEARNING STYLES: Visual, Auditory
Group

SOURCE: CDA Faculty
San Antonio College

TYPES OF QUESTIONS

1. CLOSED OR OBJECT LEVEL -

Questions with a simple answer.
Usually on...

Level 1 - memory or recall
or
Level 2 - description

Questions that can be answered with a single word, a very simple response or with a "yes" or "no" answer.

Questions you would ask very young children and/or those children just beginning to understand and use language.

EXAMPLES -

What is this?
What color is it?
What is your name?
Are you tired?

2. OPEN-ENDED QUESTIONS

Questions that can not be answered with a single word, a very simple response or with a "yes" or "no" answer.

Questions that require children to use higher level thinking skills. Questions that are on the comparison, problem-solving, sequence or evaluative level.

EXAMPLES -

What could you do with this? What else?
Why did that happen?
What would happen if...?
What does that make you think of? ...feel like?

ASKING QUESTIONS...Further explanation of kinds of questions and levels and how to expand thinking...

With younger children -

Examples of closed questions and ways to expand them...

1. What is this? (expand to "What could you do with it?)
2. What color is your shirt? (expand to "What color do you like best?)
3. How old are you?

4. Did you play in the block corner today? (expand to "What did you like about your play there?")
5. What did you do first this morning?

With older children -

(3's, 4's, 5's, etc. and 2's with a great deal of language) ask questions that require the child to think whenever possible. These kinds of questions are ones that can reason out the answers. They are sometimes called "open-ended questions" because they don't have any "right" answer and/or the child must finish the thought to answer them.

Examples of open-ended questions

1. What can you tell me about this? What else? And?
2. What else can you think of that you might use that for?
3. How does that make you feel? Why do you think it makes you feel like that?
4. What did you notice about these materials that was different? Why was it different?
5. What do you think this chart (poster, rebus, etc.) tells us to do? Can we do it if we don't have the things? Why?
6. What would be a good word that we could call all of these? (Use in classifying activity.)
7. What do you see (hear, smell) when you play with all these things?
8. What would be a good way to figure out how that happened (works, makes it go, what it is, what it weighs, etc.)?
9. When you did that, what did you do first? ...Next? ...Next? ...Last? Why did you do it like that? (May be closed but requires higher level thinking.)
10. What kind of things can you do at night that you can't do in the day? What kind of things can you do in the day that you can't do at night? Why?
11. Tell me about these objects (pictures, things, etc.). What do you think you could do with them?
12. What do you notice about all of these things?
13. How can you be sure (that it belongs; goes that way)?
14. Can you tell me how these things are the same? How are they different? Why?
15. What do you think made this happen?
16. Would it have happened if we had done it another way?
17. What would happen if you added one more to that? Why?

ANALYZING QUESTIONS WORKSHEET

Instructions: You will be using this form for two activities. For the first activity, you will place a "C" next to the "closed questions" and an "OP" next to the open-ended questions. For the second activity, you will put the number of the level it represents after the question. Use "Levels of Questioning".

______ 1. Why do people work?

______ 2. Who is the president of the United States?

______ 3. What shape is a stop sign?

______ 4. What can you tell me about this?

______ 5. How would you design a pair of shoes for wearing on the moon?

______ 6. What is the most delicious food on earth?

______ 7. What colors are mixed to make the color green?

______ 8. What do you want to do after class today? What else?

______ 9. Tell me about the biggest thing you can think of?

______ 10. What has yellow-and-black-stripes?

______ 11. What color is this ball?

______ 12. What could you do with this pencil?

______ 13. How old are you?

______ 14. Why did the dog chase his tail?

______ 15. Did you play in the block corner today?

______ 16. What else could you do with this clay? Anything else?

LEVELS OF QUESTIONING*

According to Bloom's taxonomy, learning occurs in a hierarchy of levels from 1 to 6. Blooms starts with memory or recall as level 1 and progresses through description, comparison, problem-solving, sequence and evaluation.

With children, we need to begin with level 1 and level 2 questions but move into higher level questions that will make the children think, reason and problem-solve as soon as possible.

LEVEL 1 - **Memory or recall** questions require only the lowest level of knowledge or thinking by the child. To answer this type of question, the child must be able to remember or recall prior information or experiences.

EXAMPLES:

What color is this ball?
Have you seen this picture before?
What shape is this?
What do you remember about our trip to the zoo?

LEVEL 2 - **Description** questions require children to describe or tell about something in their own words. The children must comprehend or understand in order to be able to put the information into their own words.

EXAMPLES:

What can you tell me about the fire truck?
What do you notice about this picture?
Can you describe the cake to me? or Describe the cake to me.

LEVEL 3 - **Comparison** questions indicate that the person answering understands the relationship of something such as objects, person, etc. These questions require comparisons such as likenesses or differences.

EXAMPLES:

What are some ways these leaves are different?
What are some ways that these shells are alike?
What are some things about these two pencils that are the same?
Why are applies and pears both called fruits?

LEVEL 4 - **Problem-solving** questions are those that require the child to think of a solution to a problem.

EXAMPLES:

If this had no sleeves, would it still be a dress?
What do you think are the reasons for having a fence around our playground?
Why did Carls's puppy want to follow him to school today?
What would you do if you wanted to make a new toy?
How would candy and crepe paper be used in a pinata?
What would happen if...?

LEVEL 5 - **Sequence** questions require the child to "break down" an idea into its individual parts or to explain how things are in a sequence.

EXAMPLES:

Tell me what happened first in the story.
Which of these coats would keep you the warmest?
What would you do first--put on your socks or put on your shoes?

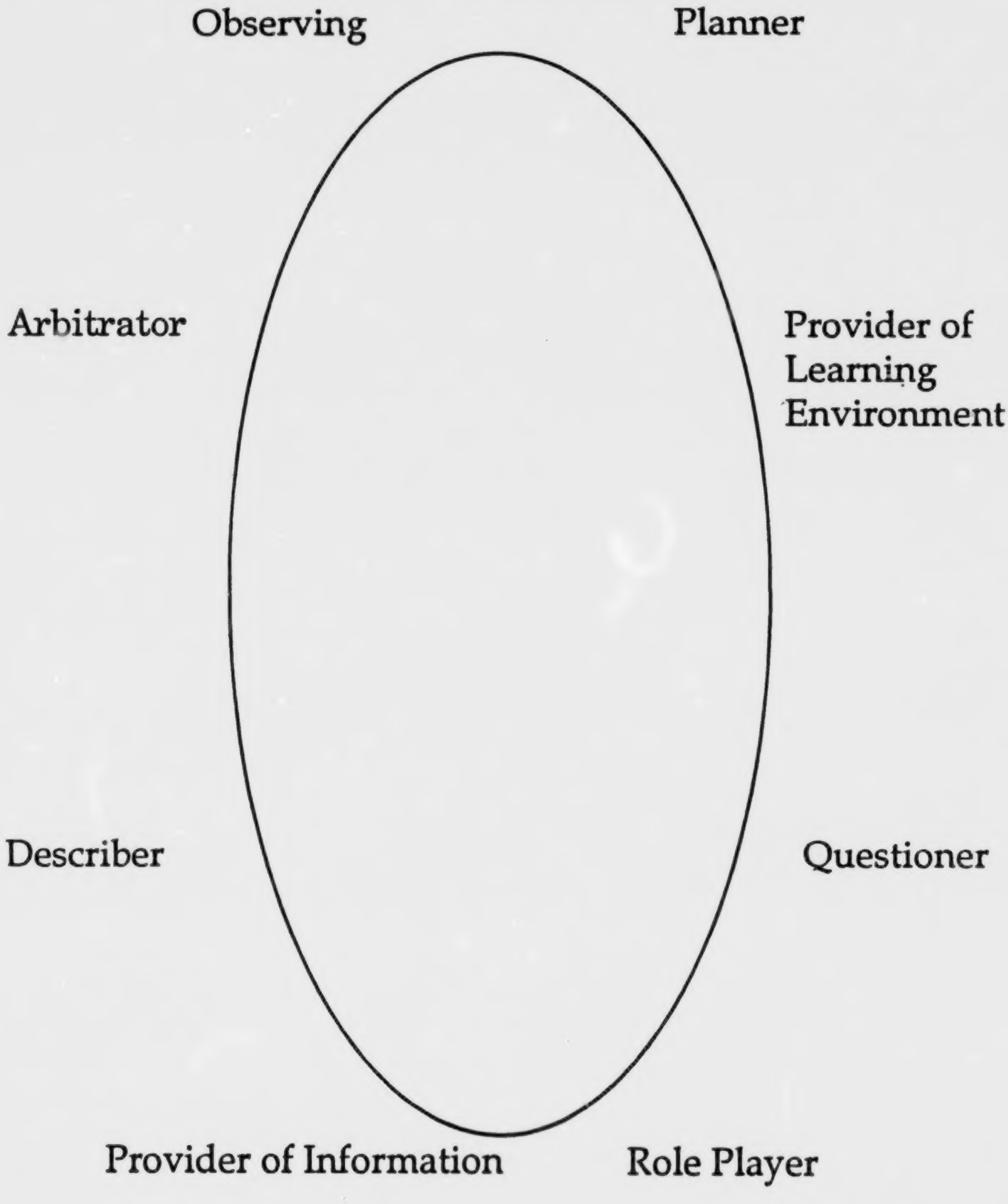
LEVEL 6 - **Evaluation** questions ask the child to make a value judgment or to infer how people feel in various situations. In other words, evaluation questions require the child to tell whether he likes or dislikes, approves or disapproves, or prefers or does not prefer something; as well as describing how he thinks someone will feel in a certain situation.

EXAMPLES:

Do you like or dislike this picture? Why?
How do you think John feels when you hit him?
Why is it bad to take something that is not yours?
Which one of these do you like? Why?
How do you feel when something good happens?
Can you tell me how that makes you feel inside?

*Material compiled by Norma Ziegler, San Antonio College from numerous sources including Bloom's Taxonomy of Learning and papers of unknown origin. Spring, 1992

TEACHER ROLES



TOPIC: COGNITIVE

OBJECTIVE: Students will view videotape with a specific assignment locating examples which either illustrate levels of questioning, roles of teacher or teachable moments.

ACTIVITY: Viewing Videotape With Specific Assignment

MATERIALS: "Developmentally Appropriate Practice: Curriculum - The Role of The Teacher" - videotape (see Resources - Audiovisual)
Individual Task Cards
Article: "The Gift of a Butterfly" (see Resources - Periodicals)

PROCEDURE: Instruct students to:

1. Select and read task card.
2. View videotape, completing task as described on card.
3. Group according to task.
4. Compare responses and complete assigned task.
5. Share information with entire class.

LEARNING STYLES: Visual, Auditory
Individual, Group
Oral, Written

SOURCE: CDA Faculty
San Antonio College

INDIVIDUAL TASKS - QUESTION I

Write questions asked by teachers in the videotape-

Classify questions as to object, open or closed.

Further classify open-ended questions by identifying the level of questioning using the handout - "Using Questioning Techniques With Young Children".

INDIVIDUAL TASKS - QUESTION II

Review information on teachable moments - "The Gift of a Butterfly". Describe in detail any teachable moments shown on videotape.

INDIVIDUAL TASKS - QUESTION III

Teachers of preschool children have many roles which include:

providing learning environment
observing
describing
providing information
questioning
encouraging problem solving
playing roles
planning

Find some examples of observing, describing and providing information.

INDIVIDUAL TASKS - QUESTION IV

Teachers of preschool children have many roles which include:

providing learning environment
observing
describing
providing information
questioning
encouraging problem solving
playing roles
planning

Find some examples of encouraging problem solving and curriculum planning.

ADDITIONAL COGNITIVE ACTIVITIES

TOPIC:	PHYSICAL/COGNITIVE Child Growth & Development
OBJECTIVE:	Students will observe and record four developmental areas using a developmental scale or screening tool.
ACTIVITY:	In-Class Observation of Real Children
MATERIALS:	Children of appropriate ages (infants, toddlers, preschoolers) Denver Developmental Scale and Success Screening which is used by some HeadStart Program (See References - Other)
PROCEDURE:	1. Prepare students ahead of time (general developmental information plus forms). 2. Parents bring children. 3. Several students do screening. 4. Other students observe.
COMMENTS:	Students have found this to be very helpful for understanding the material.
SUGGESTED LENGTH OF TIME:	30-40 minutes for infants 90 minutes for preschoolers
LEARNING STYLES:	Visual, Auditory, Tactile
SOURCE:	Catherine Mason Central Texas College Killeen, TX

TOPIC: COGNITIVE

OBJECTIVE: Students will illustrate with a partner the meaning of key words as used concerning preschool children in the classroom.

ACTIVITY: Illustrating Key Words

MATERIALS: Words on chalkboard or cards - rote, teachable moment, problem solving, probing, exploration, questioning (teacher), questioning (child)
Drawing material, newsprint, tape

PROCEDURE: Instruct students to:

1. Select a partner and decide on the exact meaning of the word assigned to you.
2. Together discuss how you could illustrate a situation which could demonstrate the meaning of this word.
3. When finished, post illustration on wall. You will be explaining illustration to rest of class.

COMMENTS: With a large group of students, you might have students work in small groups.

SUGGESTED LENGTH OF TIME: 30-45 minutes

LEARNING STYLES: Visual, Tactile
Group

SOURCE: CDA Faculty
San Antonio College

TOPIC: COGNITIVE

OBJECTIVE: Students will discuss teachable moments and share a teachable moment with classmates.

ACTIVITY: Sharing Teachable Moments

MATERIALS: Handout - "The Gift of a Butterfly", by Kathryn A. Holfschield (see Resources - Periodicals)

PROCEDURE:

1. As previous class assignment, have students read the article and write a response to it.
2. In class, discuss article.
3. Encourage students to share a teachable moment.

COMMENTS: An inspirational article which will impress upon students the importance of teachable moments.

SUGGESTED LENGTH OF TIME: 20 minutes

LEARNING STYLES:
Visual, Auditory
Individual
Oral

SOURCE:
CDA Faculty
San Antonio College

RESOURCES - AUDIOVISUAL

"Developmentally Appropriate Practice: Curriculum - The Role of the Teacher" Washington, D.C.: Council for Early Childhood Professional Recognition.

"Human Development: The First 2 1/2 Years - Cognitive Development" Irvin, CA: Concept Media.

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Ard, Linda. "Practice Games for Toddlers" Texas Child Care Quarterly. pp. 35 - 38, Spring 1989.

Daily, Janice. "Science: The Teachable Moment" Texas Child Care. pp. 22 - 26, Spring 1992.

Hofschield, Kathryn A. "The Gift of a Butterfly" Young Children. pp. 3 - 6, March 1991.

"Mastering the Recipe Rebus" Texas Child Care. pp. 27 - 31, Spring 1992.

"Talking With Children About Rocks" Texas Child Care. pp. 33 - 35, Fall 1991.

"Talking With Children About Seeds" Texas Child Care. pp. 30 - 31, Summer 1991.

Saul, Jane D. "Reverse Field Trips: Using Resource People" Texas Child Care. pp. 15 - 19, Summer 1991.

"Too Many Cooks? No Way!" Texas Child Care. pp. 2 - 5, Spring 1992.

COMMUNICATION

Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.

Source: The Council for Early Childhood Professional Recognition, (Washington, DC).

Trans.

LESSON PLAN

FOCUS:	COMMUNICATION
OPENER:	Partner Communication
LARGE GROUP:	Group discussion with transparency - Steps in Communication
GROUP AND INDIVIDUAL WORK:	Discussion of worksheet: Techniques to Facilitate Conversation At All Levels
SMALL GROUPS:	Role playing conversations with child.
LARGE GROUP:	Discussion of Communication Observation
FEEDBACK:	Communication Observation

TOPIC: COMMUNICATION

OBJECTIVE: Students will draw structure on paper following verbal instructions of partner.

ACTIVITY: Partner Communication

MATERIALS: Structure - transparency

PROCEDURE: Instruct students to:

1. Select a partner.
2. Arrange yourself so one partner is facing the screen and the other partner is looking away from the screen.
3. The person facing the screen is to tell their partner exactly what to draw. Only verbal instructions are to be given. No hand motions allowed!
4. Discuss results.

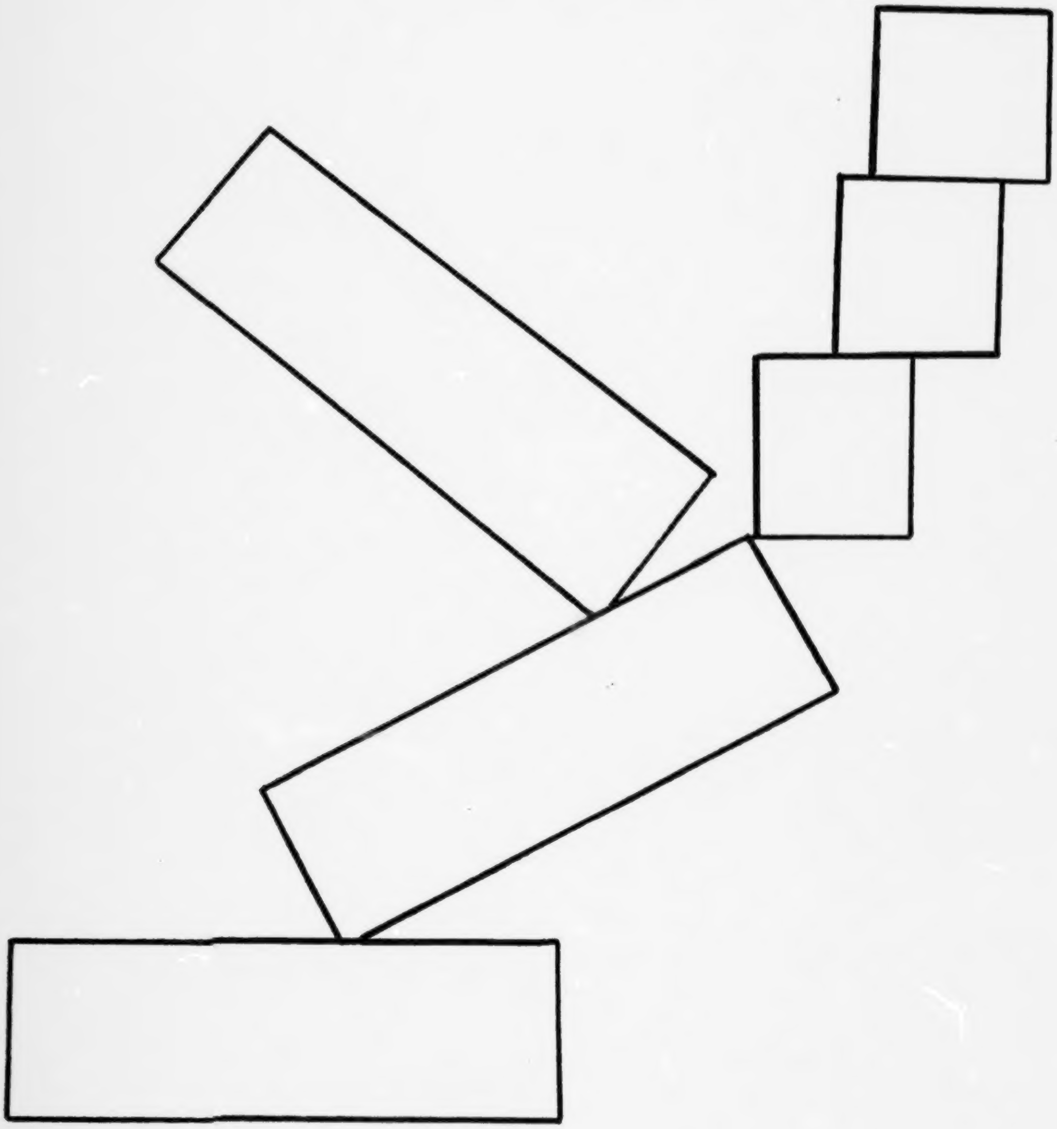
COMMENTS: This activity reinforces the idea that communication takes work. The more precise the description was, the closer it was to the original design. Similar backgrounds also assisted describer in choosing words. Also often we depend on other means of communication such as body language to assist in the communication process. Different structures could be given to each set of partners.

SUGGESTED LENGTH OF TIME: 20-30 minutes

LEARNING STYLES:
Auditory
Group
Oral

SOURCE: Unknown

STRUCTURE



STEPS IN COMMUNICATION

Medium
Sender ----------▸ Receiver

1. The sender codes

2. Medium can distort

3. The receiver decodes

Trans.

STEPS IN COMMUNICATION

Medium

Sender -----------▸ Receiver

1. The sender codes - based on experience and prejudice

2. Medium can distort - disturbances, outside noise and other distractions

3. The receiver decodes - based on experiences and prejudices

COMPONENTS OF CONVERSATION

Receptive Language

- Listener hears words and understands meaning

Expressive

- Talker expresses ideas using vocabulary he/she possesses

Pragmatics

- Rules of conversation
- Conversationalists look at person talking, take turns and stay on topic

Trans.

TECHNIQUES TO FACILITATE CONVERSATIONS AT ALL LEVELS

Information Talk

Technique - describing what child is doing and saying.

Benefit - adds information and gives a starting point. Provides words for child. Beneficial for all children especially children with language delays. Helps build receptive language.
Examples

Expansions

Technique - uses children's words in a more complex sentence.

Benefit - keeps conversation going. Use of technique adds information to the topic and encourages talking. Technique encourages child to learn new vocabulary.
Examples

Open-Ended Questions

Technique - asks child question which have more than one correct answer.

Benefits - encourages responses to questions. Encourages longer responses. Techniques can encourage thinking and problem solving skill and assist teacher in understanding child's thinking processes.
Examples

TOPIC: COMMUNICATION

OBJECTIVE: Students will demonstrate the use of the techniques of informative talk, expansion and open-ended questions by roleplaying with another student the roles of teacher and child.

ACTIVITY: Role Playing Conversations with Child (preschool)

MATERIALS: "Techniques to Facilitate Conversations at All Levels" - worksheet
Materials appropriate for age of child, i.e. infant/toddler - dolls, diapers, powder, etc.
Preschoolers - toys common to preschool classroom such as manipulative

PROCEDURES: Instruct students to:

1. Listen to introduction on techniques on worksheet giving several examples for each.
2. Role play situations. Students who work with preschoolers can alternate role playing teacher and child. Students working with infant and toddlers can role-play teachers diapering baby dolls and talking to "baby".

COMMENTS: With infant/toddler teachers, emphasis will be placed on information talk while teachers of preschool children can use all three techniques.

SUGGESTED LENGTH OF TIME: 20-30 minutes

LEARNING STYLES: Visual, Auditory
Individual, Group
Oral

SOURCE: CDA Faculty
San Antonio College

Name ______________________________ Number of Children ___________

Center ____________________________ Maximum Points Available _____

Date ______________________________ Points Earned ________________

COMMUNICATION OBSERVATION

Directions: Look at the classroom and classroom activities very carefully. Write down specific examples for each of the 5 items on these pages.

1. Adults frequently talk with each child making eye contact and using positive non-verbal messages, such as holding out hand, hugging, smiling, etc.
   Comments

2. Adults take turns when talking with child; talks with, not at, child. Uses several languages whenever possible or when needed.
   Comments

3. Adult talks with child about what is happening or about to happen during routines. Children's actions are described in words and sentences appropriate for age group.
   Comments

4. Adult encourages children to talk through questioning and by making eye contact and listening with interest when children talk.
   Comments

5. Adult responds to verbal messages from children. Answers crying, babbling, attempts to say words, listens with acceptance to what children say; accepts grammar without correcting; gives clear understandable answers to children's questions; sometimes expands on what child has said. Adult responds to non-verbal messages from children such as reaching out arms to be picked up, pointing to something of interest, smiles or other facial expressions.
   Comments

LESSON PLAN

FOCUS: COMMUNICATION

OPENER: Position Debate

LARGE GROUP: Discussion of statement on oral and written communication.
Videotape - either teacher or commercially produced of teacher interacting with children in print rich experiment. (see resources) - Exercise sheet

SMALL GROUPS: Sharing of ideas demonstrated on tape.

LARGE GROUP: Classroom visit

FEEDBACK: Self evaluation

TOPIC: COMMUNICATION

OBJECTIVE: Students will explain and justify their belief about a given statement. They will then debate the reverse position.

ACTIVITY: Position Debate

MATERIALS: "Oral language occurs naturally, but written language must be taught in formal lessons" - transparency

PROCEDURE: Show the transparency and instruct students to:

1. Read it silently. Point out that there are actually two separate ideas in the statement.
2. Write down their ideas about how children learn oral language and how children learn to write.
3. Get into pairs and compare what they wrote. (The instructor needs to actively move from pair to pair to discuss any misconceptions students might have.)
4. One of them will take the "educated" position and one will take the "opinionated" position.
5. The "educated" person will describe how children learn oral and written language.
6. The "opinionated" person will disagree, and the "educated" person will have to defend his/her position. After a few minutes, stop the conversation and have them switch positions. Then discuss as a group.

COMMENTS: Some of the points to be made may include:

1. Oral language does not occur completely naturally, but occurs when someone important to the child talks to him/her in a way that is meaningful.
2. Many children are interested in print very early. They notice familiar restaurant signs, words on cereal boxes, etc.
3. Children make attempts at writing (scribbling) at an early age. Parents remember early attempts at speaking more readily than early attempts at writing.
4. It is important that children are exposed to a print-rich environment.

SUGGESTED LENGTH OF TIME: 30-45 minutes

LEARNING STYLES:
Visual, Auditory
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

Oral language occurs naturally, but written language must be taught in formal lessons.

Trans.

TOPIC:	COMMUNICATION
OBJECTIVE:	Students will view videotape and complete exercise sheet.
ACTIVITY:	Videotape on Creating an Environment That Supports Language Acquisition
MATERIALS:	Videotape, exercise sheet, newsprint, masking tape Teacher produced videotape - teacher interacting with children in print-rich environment or videotape - "Space to Grow: Creating an Environment that Supports Language Acquisition" (see Resources - Audiovisual)
PROCEDURE:	Preparation for activity: Introduce videotape. Instruct students to: 1. Complete exercise sheet while viewing videotape. 2. Divide into groups according to the learning center on the videotape they selected to describe. 3. Make a chart listing ideas on video and additional ideas they have used in their classroom to promote communication in that particular center. 4. Display on wall when completed. 5. Discuss other questions in class. You may want to make a group list of their responses, particularly to question one.
SUGGESTED LENGTH OF TIME:	1 hour (commercially produced videotape is 30 minutes long)
LEARNING STYLES:	Visual, Auditory Group Oral
SOURCE:	CDA Faculty San Antonio College

EXERCISE SHEET

Directions: View videotape carefully and look for the following examples.

1. In general, list elements in room that promote oral language.

2. Select one learning center and describe arrangement and materials which promoted either or both oral and written language.

3. Give some examples on how teacher interaction promoted oral language. Try to use exact words.

4. What did you like about the room? What did you not like?

TOPIC:	COMMUNICATION
OBJECTIVE:	Students will observe one classroom and list examples of labels, charts, cues, signs, etc. which would promote written language development.
ACTIVITY:	Classroom Visit
MATERIALS:	Classroom Visit Form
PROCEDURE:	Provide students with "Classroom Visit Form". Observations may be discussed either as a large group activity or in small groups divided according to classroom observed.
COMMENTS:	Visit can make students far more aware of ways to promote written language development.
SUGGESTED LENGTH OF TIME:	30-45 minutes
LEARNING STYLES:	Visual, Tactile Individual, Group
SOURCE:	CDA Faculty San Antonio College

CLASSROOM VISIT FORM

Directions: Select classroom according to the age of children in which you are most interested. Complete form.

Signs in Room

1.
2.
3.
4.
5.

Charts in Room

1.
2.
3.
4.
5.

Cues in Room

1.
2.
3.
4.
5.

Word Labels

1.
2.
3.
4.
5.

Writing Center Materials Provided

1.
2.
3.
4.
5.

Books Available

1.
2.
3.
4.
5.

SELF EVALUATION

In my classroom, I encourage written communication by:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

I encourage oral communication by:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

I plan to do the following:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

ADDITIONAL COMMUNICATION ACTIVITY

TOPIC:	COMMUNICATION
OBJECTIVE:	Students will evaluate five books and complete bibliography cards.
ACTIVITY:	Is This a Good Book For My Classroom?
MATERIALS:	Collection of books (teacher and students) Bibliography cards - form printed on 5 x 8 cards double sided
PROCEDURE:	Instruct students to: 1. Examine books selecting five to evaluate 2. Complete bibliography cards on five books.
COMMENTS:	Students report using criteria on selecting books for Library Center. Students could go on library field trip and evaluate books.
SUGGESTED LENGTH OF TIME:	45 minutes
LEARNING STYLES:	Tactile Individual Written
SOURCE:	CDA Faculty San Antonio College

BIBLIOGRAPHY CARD

Title ________________________________ Age __________

Author ________________________________

Publisher ________________________________

Topics for which the book can be used:

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________

Abstract:
(Main Ideas) ________________________________

____

____

____

BIBLIOGRAPHY CARD

Title ________________________________ Age __________

Author ________________________________

Publisher ________________________________

Topics for which the book can be used:

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________

Abstract:
(Main Ideas) ________________________________

____

____

____

Type of Book:
(Please check)

Familiar Story ____________
Informational Book ____________
Rhyme Book ____________
Predictable Book ____________
Book for Traumatic Situations ____________

(Please complete)

Cultures Represented ________________________
____
____

Males and Females in Diverse Roles
Examples: ________________________
____
____

Type of Book:
(Please check)

Familiar Story ____________
Informational Book ____________
Rhyme Book ____________
Predictable Book ____________
Book for Traumatic Situations ____________

(Please complete)

Cultures Represented ________________________
____
____

Males and Females in Diverse Roles
Examples: ________________________
____
____

RESOURCES - AUDIOVISUAL

"Space to Grow: Creating an Environment that Supports Language Acquisition" Portland, Oregon: Educational Productions, 1988.

RESOURCES - BOOKS

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Feeney, Stephanie. Christensen, Doris. Moravcik, Eva. Who Am I In The Lives Of Children? New York, New York: Macmillan Publishing Company, 1991.

Miller, Karen. Things To Do With Toddlers And Twos.

Miller, Karen. More Things To Do With Toddlers And Twos. Chelsea, Massachusetts: TelShare Publishing, Inc., 1984.

Phillips, Carol Brunson (Ed). Essentials for Child Development Associates Working with Young Children. Washington, D.C.: Council for Early Childhood Professional Recognition, 1991.

RESOURCES - PERIODICALS

Dugger, Beverly. Floyd, Susanna. Holmes, Julia. Osbell, Rebecca. Peters, Vera. "Beginning at the Beginning: Literacy Development From Infancy Through Kindergarten" Texas Child Care. pp. 2 - 8, Fall 1991.

Katz, Lilian G. "How to Talk With Your Child" Parents. p. 86, March 1979.

"Baby Talk: Understanding Infant Body Language" Texas Child Care. pp. 13 - 19, Winter 1991.

"For the Love of Language" Ladies' Home Journal. pp. 106 - 122, April 1992.

CREATIVE

Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways and to express their creative abilities.

Source: The Council for Early Childhood Professional Recognition, (Washington, DC).

Trans.

LESSON PLAN

FOCUS:	CREATIVE
OPENER:	Brainstorming Characteristics of a Creative Person
LARGE GROUP:	Characteristics Right- and Left-Brain - transparency Importance of fostering creativity
LARGE GROUP: SMALL GROUPS:	Illustrating Creative Environment
FEEDBACK:	Changing one thing to make classroom environment one that encourages creativity.

TOPIC:	CREATIVE
ACTIVITY:	Brainstorming Characteristics of Creative Person
MATERIALS:	None
PROCEDURE:	Instruct students to: 1. Think of a creative person you know. 2. Describe on paper characteristics that make this person creative. 3. Participate in group brainstorming of characteristics of creative people.
COMMENTS:	After all characteristics are listed, students might enjoy thinking of a famous person that would meet these characteristics.
SUGGESTED LENGTH OF TIME:	15-20 minutes
LEARNING STYLES:	Individual, Group Oral
SOURCE:	CDA Faculty San Antonio College

TOPIC: CREATIVE

ACTIVITY: Are You More Right- or Left-Brained?

MATERIAL: Right- and Left-Brain Characteristics - transparency

PROCEDURE: Preparation for activity:
Discuss characteristics with students comparing left to right giving examples for each characteristic.

Instruct students to:
1. Share examples of characteristics.
2. Relate information to children in their classroom.

COMMENTS: This should lead into a lively discussion of characteristics. Many students will see characteristics of both sides depending on the task at hand.

SUGGESTED LENGTH OF TIME: 20-30 minutes

LEARNING STYLES: Visual, Auditory
Group
Oral

SOURCE: CDA Faculty
San Antonio College

Creative - 4

RIGHT

DREAMER
OWN SENSE OF TIME
INTUITIVE THINKING
SIMULTANEOUS, RANDOM EXPLORATION
INVENTING
CREATIVE THINKER
MUSIC ART
ASSUMING-DIVERGENT
FANTASY
SIGHT READING
RANDOM

LEFT

PLANNER
STARTS AND STOPS ON TIME
LOGICAL THINKING
SEQUENTIAL PATTERNS
IMPROVING THE KNOWN
CRITICAL THINKING
WRITING AND READING
VERIFYING-CONVERGENT
REALITY
PHONICS
NEEDS STRUCTURE

Trans.

TOPIC:	CREATIVE
ACTIVITY:	Illustrating Creative Environment
MATERIAL:	Providing an Environment to Encourage Creativity - transparency Large pieces of paper Markers, educational supply catalogues, glue
PROCEDURE:	Preparation for activity: Lead a discussion on characteristics of creative environment for children using transparency. Instruct students to: 1. Divide into small groups according to age of children with which they work. 2. Create an environment on paper that would encourage creativity. 3. Share with class by hanging paper on wall and explaining to other members of class.
COMMENTS:	While observing students working in small groups, it was obvious that some of the suggestions for providing an environment to encourage creativity were not clear, an additional explanation was given.
SUGGESTED LENGTH OF TIME:	1-1 1/2 hours
LEARNING STYLES:	Visual, Tactile Group Oral
SOURCE:	CDA Faculty San Antonio College

PROVIDING AN ENVIRONMENT TO ENCOURAGE CREATIVITY

1. Encourage a relaxed atmosphere - this allows risk taking

2. Provide materials which appeal to the senses

3. Provide aesthetic appeal - encourage the child's sense of wonder

4. Provide unstructured materials which can be used in many ways, avoid models

5. Provide time for exploration and experimentation

Source: Linda Ruhmann

Trans.

LESSON PLAN

FOCUS: CREATIVE

OPENER: How Does Creative Art Feel?

LARGE GROUP: Lecture/discussion of developmental stages in child's art

LARGE GROUP:
SMALL GROUPS: How Appropriate Is It?

LARGE GROUP:
SMALL GROUPS: What Can You Say to Children About Their Art?

FEEDBACK: Developmentally Appropriate Art for Next Class

TOPIC:	CREATIVE
OBJECTIVE:	Students will experience a structured art experience and an unstructured art experience and discuss their response to each.
ACTIVITY:	How Does Creative Art Feel?
MATERIALS:	Large piece of paper, markers or crayons, an elaborate "model" such as a Norman Rockwell print
PROCEDURE:	1. Give students a sheet of paper and markers. Hold up the model. Tell them to draw one just like yours. 2. Give students another piece of paper. Tell them to draw anything they want. 3. Discuss student's response to these two experiences.
COMMENTS:	Note students' comments, body language and socialization as they perform the two tasks. Include that as part of the discussion. Relate students' responses to how children feel in structured art situations.
SUGGESTED LENGTH OF TIME:	20 minutes
LEARNING STYLES:	Visual, Tactile Individual, Group Oral
SOURCE:	CDA Faculty San Antonio College

DEVELOPMENTAL STAGES IN CHILD'S ART

Stage one--Random Scribbling
- age one to two or two and a half

Stage two--Controlled Scribbling
- age two to three or three and a half

Stage three--Named Scribbling
- age three and a half to four or four and a half

Stage four--Early Representational
- age four years plus

Stage five--Preschematic Drawing
- age five years plus

Trans.

DEVELOPMENTAL STAGES IN CHILD'S ART

Stage one--Random Scribbling
- age one to two or two and a half

The drawing tool is held tightly and is rarely taken from the paper. It may be held as a hammer at times. Lines are made with simple arm movements, the swing of the arm back and forth determining the direction and length of the lines. The child watches what he or she is doing, watching to follow and enjoy the lines rather than control them.

Stage two--Controlled Scribbling
- age two to three or three and a half

The wrist is more flexible than in stage one. There is a wider range of scribbles and more intricate patterns of loops. The child makes the tool go across the page as desired.

Stage three--Named Scribbling
- age three and a half to four or four and a half

The naming of scribbles illustrates an important step toward the development of abstract thought. Lines become symbols that stand for things.

Stage four--Early Representational
- age four years plus

The child can reproduce a symbol for an object though not a likeness. Representations have little in common with what adults consider the real world. The child does not seem to be attempting a photographic likeness. What adults see as distortions are not distortions to the child.

Stage five--Preschematic Drawing
- age five years plus

Now there is a right-side up and a line for the sky and ground. Relative sizes of objects begin to be portrayed. Objects and people are painted.

Source: Creativity Art and Young Children, W. Lambert Brittain

TOPIC: CREATIVE

OBJECTIVE: Students will evaluate whether a particular art project is developmentally appropriate by using a developmentally appropriate rating scale.

ACTIVITY: How Appropriate Is It?

MATERIALS:
Developmentally Appropriate Art Activity Rating Scale
Samples of process-oriented and product-oriented children's art.

PROCEDURE:

Preparation for activity:
1. Discuss characteristics of developmentally appropriate art.
2. Display art activities being sure each one is numbered.
3. Explain the rating form to students. Rate one piece of art as a whole group.

Instruct students to:
4. Rate the remaining art either in pairs or individually.
5. Discuss ratings as a whole group.
6. Discuss how some of the examples could be made more appropriate.

COMMENTS: Students often respond positively to product-oriented art as "cute" until they begin evaluating it using the scale.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:
Visual, Tactile
Individual, Group

SOURCE:
CDA Faculty
San Antonio College

RATING SCALE FOR ART ACTIVITIES FOR YOUNG CHILDREN: DEVELOPMENTALLY APPROPRIATE OR NOT

A.	Not open-ended (has a "right way")	0 1 2 3 4	Open-ended
B.	Child is confronted with task of following predetermined outline	0 1 2 3 4	Child can express his/her own ideas, feelings, and relationships
C.	Requires a great deal of teacher preparation, teacher direction and/or teacher assistance	0 1 2 3 4	Child can work independently
D.	All pieces look basically alike	0 1 2 3 4	Every child's piece is an original and unique
E.	Activity emphasizes product	0 1 2 3 4	Activity emphasizes process

ART EXAMPLE 1. _____ + _____ + _____ + _____ + _____ = _____
A B C D E

2. _____ + _____ + _____ + _____ + _____ = _____
A B C D E

KEY FOR EACH EXAMPLE

16-20: Developmentally appropriate
12-15: Has potential
0-11: CUT THAT OUT!

Source: Dianne Jurek
Alissa Levey Baugh
Jewish Community Center
San Antonio, Texas

Cathy McAuliffe
San Antonio College

TOPIC:	CREATIVE
OBJECTIVE:	Students will practice making appropriate statements about children's art.
ACTIVITY:	What Can You Say To Children About Their Art?
MATERIALS:	Samples of children's art What Can You Say to Children About Their Art? - transparency
PROCEDURE:	Preparation for activity: Discuss appropriate comments about children's art. Instruct students to: 1. Divide into two groups. Let each person in one group select a piece of art work to be "their own". The people in the other group go to each "child" and say something about their art. 3. Groups then trade tasks. 4. Upon completion, the whole group discusses their responses to the various comments.
COMMENTS:	Pictures can also be put out and students can work in pairs and discuss things they could say about each one. "Teacher interaction" paper can be used as a summary handout.
SUGGESTED LENGTH OF TIME:	20 minutes
LEARNING STYLES:	Visual Group
SOURCE:	CDA Faculty San Antonio College

WHAT CAN YOU SAY TO CHILDREN ABOUT THEIR ART???????

YOU USED BLUE, RED, AND GREEN IN YOUR PICTURE.

I SEE CIRCLES IN YOUR PICTURE.

YOU FILLED UP THE WHOLE PAPER.

YOU WORKED A LONG TIME ON THIS PICTURE.

I FEEL HAPPY WHEN I LOOK AT YOUR PICTURE.

DO YOU HAVE A STORY TO TELL ME ABOUT YOUR PICTURE?

WOULD YOU LIKE ME TO WRITE SOMETHING ON YOUR PICTURE?

Trans.

TEACHER INTERACTION

TO INTERFERE WITH CREATIVITY

** provide adult-made models for the child to copy

** give the child coloring books, color sheets and pre-cut figures

** require realism in size, color, prospective, etc.

** ask "what is it?"

** limit materials to "neat" media so that there is no mess to clean

** compare two children's work or encourage competition

** draw for a child or show him/her how to draw something

** pass out wholesale, insincere compliments

** view the finished product as the primary goal of art

TO ENHANCE CREATIVITY

** provide literally hundreds of opportunities for the child to experiment freely with art materials

** accept the child's efforts at his/her own level

** provide large blocks of time for free choice exploration

** make available only open-ended, unstructured materials

** plan for and allow a reasonable amount of mess

** make specific comments about colors, lines, etc.

** encourage divergent thinking

** display the child's art work

** ask the child to tell you about his/her work

** remember that it is the process, not the product, that is important

Source: Dianne Jurek
Alissa Levey Baugh
Jewish Community Center
San Antonio, Texas

Cathy McAuliffe
San Antonio College

LESSON PLAN

FOCUS: CREATIVE

OPENER: A Creative Task

SMALL GROUPS: Learning Centers

LARGE GROUP: Discussion of center activities

APPLICATION: Evaluation of written activities

TOPIC: CREATIVE

OBJECTIVE: Students Will Complete Creative Tasks

ACTIVITY: A Creative Task

MATERIALS: A Creative Task Worksheet

PROCEDURE: Instruct students to:
1. Connect all 9 dots with only 4 lines.
2. Be prepared to show solution to class.

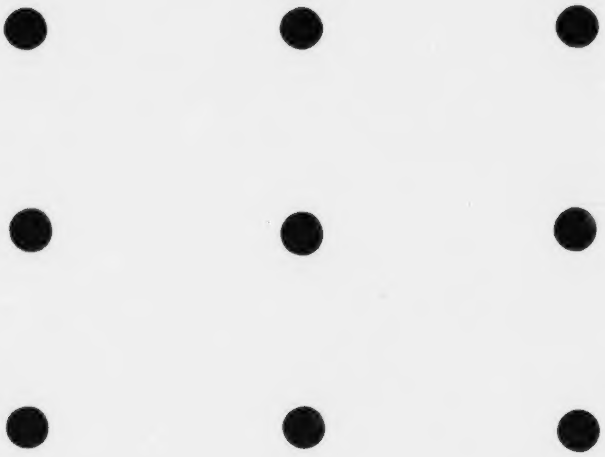
COMMENTS: Task can be accomplished in a variety of ways. Two are given. Discussion could follow on ways individual students approached this task.

SUGGESTED LENGTH OF TIME: 10 minutes

LEARNING STYLES: Tactile
Individual

SOURCE: CDA Faculty
San Antonio College

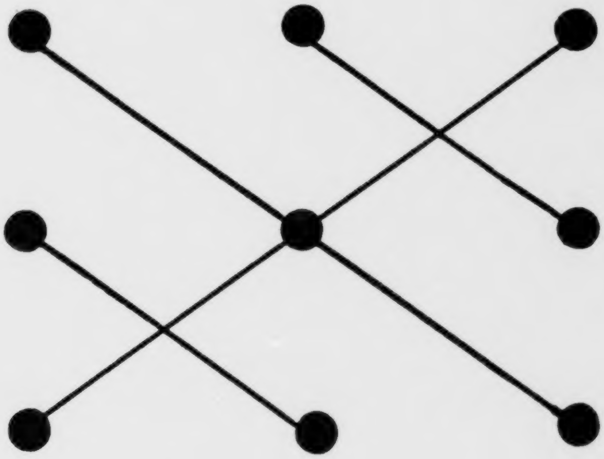
A CREATIVE TASK WORKSHEET

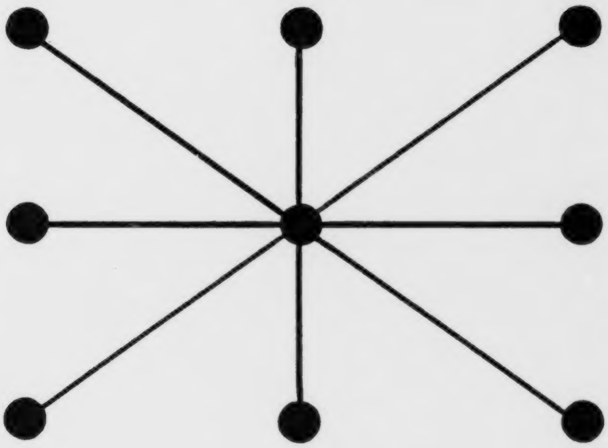


Connect all 9 dots with only 4 lines.
Lines may cross. Be creative!

SOME POSSIBLE SOLUTIONS

A CREATIVE TASK WORKSHEET





TOPIC: CREATIVE

OBJECTIVE(S):

Students will describe one dramatic play activity by filling out an activity card.

Students will copy instructions for teacher-made music instruments.

Students will evaluate ideas for creative activities and select three to add to Professional Resource File.

Students will select four songs, two from other cultures, to add to the Professional Resource File.

ACTIVITY: Learning Centers

MATERIALS:

"Dramatic Play" - handout
Activity Cards
Selection of teacher-made music instrument
Student and instructor supplied children's art work
Curriculum books
Blank index cards

PROCEDURE:

Instruct students to:

1. Read direction sheet for learning centers.
2. Proceed to visit each center beginning wherever there is room.

SUGGESTED LENGTH OF TIME: 1 hour

LEARNING STYLES:

Visual
Individual
Written

SOURCE:

CDA Faculty
San Antonio College

CREATIVE LEARNING CENTERS

There are five learning centers through which you will rotate. Use this checklist as a direction sheet and as a checklist to indicate you have accomplished each step. Hand in the completed checklist at the end of class.

Check when completed.

Learning Centers

a. Dramatic Play
____1. Read the handout, "Dramatic Play".
____2. Think of a theme you used to promote dramatic play.
____3. Fill out activity card and place in sharing basket.
____4. Examine three other student's completed activity cards and copy one for use in your classroom.

b. Music - Musical Instruments
____1. Examine teacher made music instruments.
____2. Copy instructions for instruments to be made for your classroom.

c. Creative Ideas
____1. Look at one of the curriculum books in this center. Look at the ideas given for creative activities in the different children's learning centers.
____2. Write down three ideas that are new to you that could be included in the Resource Collection in the Professional Resource File. Make sure activities include one each for toddlers, threes and fours for preschool Center-Based Credential. Infant/Toddler credential requires three each for young infants, mobile infants and toddlers.

d. Music - Songs
____1. Examine songs in curriculum books.
____2. Select four songs, two from other cultures, to add to the Professional Resource File.

DRAMATIC PLAY

What it is
It is an expression of how a child is thinking. Children role play people in different situations in society. In their interpretations of these roles, they attempt to clarify the different functions of people, and abstract certain elements from their own personal experiences. In carrying out the role they use materials, clothing, facial expressions and body movements.

Where it occurs
It can occur in the Dramatic Play, Block Center, Library Center, Music Center or other centers. It often begins in the Dramatic Play Center. If children are not very familiar with dramatic play, begin with the Dramatic Play Center as a home and then later introduce other themes.

Stages of Dramatic Play
1. Manipulative - When children have had broad experiences and understanding of roles, they can get into dramatic play quickly. Often children have not had enough experience. They are lacking some knowledge of elements of role and need to explore the materials. This is a information seeking process. Through manipulation, children gain understanding of the properties of the material. This is necessary before the child can use materials in a functional way. The teacher can put item to be explored in the Discovery Center to allow this process to take place and later move item to Dramatic Play.

2. Realistic or Functional - use of materials as they have seen them used (see description of dramatic play). Children need lots of realistic props, pictures, etc. They vary widely in their need and use of realistic props. Children with low fantasy levels need more realistic props to function in dramatic play, whereas children with high fantasy levels need few props, and can use their imagination or whatever is available.

3. Symbolic - use of unstructured materials to represent other materials. At this level, children do not need a variety of props. They may use a block for a telephone or may simply pretend they have certain objects. A child may pretend to write when he/she takes an order as a server in a restaurant.

How to start
Consider interests of children when selecting items. Determine present stages of children. Materials should be selected and arranged based on children's experience not on teacher's experience. Arrangement can be changed or expanded.

Role of Teacher
Role of teacher includes provider of materials and information, observer, questioner and role player.

ACTIVITY CARD

THEME: ______________________ CENTER: ______________

ACTIVITY: ______________________ AGE OF CHILDREN: ______

AREA OF DEVELOPMENT: ______________________ STAGE(S): ______________

MATERIALS NEEDED:

SUPPORTING IDEAS FOR OTHER CENTERS:

SET UP PROCEDURES:

ACTIVITY CARD

THEME: ______________________ CENTER: ______________

ACTIVITY: ______________________ AGE OF CHILDREN: ______

AREA OF DEVELOPMENT: ______________________ STAGE(S): ______________

MATERIALS NEEDED:

SUPPORTING IDEAS FOR OTHER CENTERS:

SET UP PROCEDURES:

ADDITIONAL CREATIVE ACTIVITIES

TOPIC: CREATIVE

OBJECTIVE: Students will teach one song in English and one of another language or culture (if possible) to 1 - 2 other students in small group. Students as a small group will teach song to class.

ACTIVITY: Learning New Songs

MATERIALS: Song in written form provided by students

PROCEDURE: Preparation for activity:

1. In previous class instruct students to be prepared to teach a new song, English and Spanish if possible, to students in class.
2. The student who will be teaching the song is to supply students the song in written form, i.e. handout, chart, words written on chalkboard.

Instruct students to:

1. Teach 1 - 2 other student(s) the song.
2. Teach song together to group.

COMMENTS: Singing with 1 - 2 other students for a group is less threatening than soloing. Four songs, including two from other cultures are to be included in the Resource Collection of the Professional Resource File. Music and words are to be provided.

SUGGESTED LENGTH OF TIME: 30-45 minutes

LEARNING STYLES: Visual, Auditory
Group
Oral

SOURCE: CDA Faculty
San Antonio College

TOPIC:	CREATIVE
OBJECTIVE:	Students will role play situation concerning the importance of creative art.
ACTIVITY:	Role Playing
MATERIALS:	Role playing situation cards
PROCEDURE:	Instruct students to: 1. Read the description on the card. 2. Role play with partner. 3. Switch roles.
COMMENTS:	Different situations could be used involving parents and teachers as well as the experienced teacher and novice teacher described on the card.
SUGGESTED LENGTH OF TIME:	20 minutes
LEARNING STYLES:	Tactile Group Oral
SOURCE:	CDA Faculty San Antonio College

INSTRUCTION CARD FOR CREATIVE ROLE PLAYING

There are two roles in this activity. You are to read both roles and with your partner select a role for each of you. You will have 10 minutes to act out the situation. The roles are:

Novice teacher:	You have a variety of patterns you want the children to use. You very carefully prepare material so it will be easy for the children to construct pictures just like yours. The children's art work displayed on the bulletin board all looks the same. You really feel that the parents want to see work that they can recognize.
Experienced teacher:	Respond to this teacher. Explain the importance of creativity, developmental stages and self-esteem.

Note: Other cards could be developed based on other characteristics.

Name ______________________________ Number of Children __________

Center ____________________________ Maximum Points Available _____

Date ______________________________ Points Earned ________________

CREATIVE OBSERVATION

Directions: Look at the classroom and classroom activities very carefully. Write down specific examples for each of the 10 items on these pages.

1. Children's creative work is respected and valued. Children's art work is displayed at children's eye level. Space is available for other small creations.
   Comments

2. Children are encouraged, but never required, to take part in creative activities.
   Comments

3. A variety of unstructured art material are available daily to older toddlers and preschoolers for independent use.
   Comments

4. Creative activities are child-directed and process-oriented. Projects are unstructured. There is no "wrong way." No models, dittos, patterns, stencils or precut designs are used. Comments to the child focus on the process rather than the product.
Comments

5. Dramatic play is available daily. A variety of props for boys and girls are available with new ones added to give variety to play. Children make up own roles and use props in their own way.
Comments

6. A variety of age-appropriate block play opportunities are available daily. Blocks are age-appropriate and varied. There are enough blocks to create elaborate structures, and block accessories are available.
Comments

7. Music experiences are available daily. Creativity is encouraged with children responding to music in their own way.
Comments

8. Age appropriate musical instruments that children can play themselves are available, i.e. musical sound toys for infants and toddlers, musical instruments for preschoolers.
Comments

9. Appropriate singing experiences are planned, i.e. songs with actions as well as words. Music also used as listening and movement.
Comments

10. "Messy" activities such as water and sand play, finger painting and markers are provided.
Comments

RESOURCES - BOOKS

Beaty, Janice J. Skills for Preschool Teachers. New York, New York: Macmillan Publishing Company, 1992.

Feeney, Stephanie. Christensen, Doris. Moravcik, Eva. Who Am I In The Lives Of Children? New York, New York: Macmillan Publishing Company, 1991.

Phillips, Carol Brunson (Ed). Essentials for Child Development Associates Working with Young Children. Washington, D.C.: Council for Early Childhood Professional Recognition, 1991.

RESOURCES - PERIODICALS

Ard, Linda (Gifford). "Dittos? But Parents Want Dittos" Texas Child Care Quarterly. pp. 12 - 16, Fall 1986.

Caballero, Jane. Gasset, Ruth. "Children Scribble Before They Can Draw" Texas Child Care Quarterly. pp. 2 - 7, Winter 1983.

Coleman, Richard L. "Dramatic Play" Dimensions. pp. 18 - 22, October 1982.

Dukes, Lenell. "Ideas! Using Water" Dimensions. pp. 15 - 18, January 1983.

Wolf, Jan. "Let's Sing It Again: Creating Music With Young Children" Young Children. pp. 56 - 61, January 1992.

"The Adult's Role in Children's Art Experiences." Exchange. p. 63, March/April 1991.

SELF

Candidate provides physical and emotional security for each child and helps each child to know, accept, and take pride in himself or herself and to develop a sense of independence.

Source: The Council for Early Childhood Professional Recognition, (Washington, DC).

Trans.

LESSON PLAN

FOCUS:	SELF
OPENER:	Sharing Messages Received as a Child
SMALL GROUPS:	Focused Listing
LARGE GROUP:	Group lecture/discussion Importance of positive self-concept Basic conditions essential to positive self-concept formation Teacher/child interactions to promote positive self-concept
FEEDBACK:	Opinionnaire

TOPIC: SELF

OBJECTIVE: Students will determine messages received as a child which impacted individual self-concept.

ACTIVITY: Sharing Message Received as a Child

MATERIALS: None

PROCEDURE: Preparation for activity:
Group students according to a chosen criteria such as learning styles, family structure or hobbies. Then start with positive messages.

Instruct students to:
1. "Close your eyes and think of a positive message you received as a child. You heard this from the adults around you. You heard this message a number of times. It made you feel good when you heard it. Think about how you felt when you heard that message. Now get ready to tell the other students in your group the message you heard."
2. Share positive messages with their group.
3. Share messages with the other members in the class.

Call the students attention to the fact that though they might have some things in common such as their learning style, there is no one exactly like them in class. This would also be true of the children in their class.

Instruct students to:
1. "Now we are going to do something that may be more difficult. Think about a message you received during childhood. Perhaps it was a negative message that you heard from your parents, other relatives and people who were around you as you were growing up. It was a hurtful message. It made you feel bad. It made you feel like you weren't any good." (For example, one of the CDA instructors was always very little in size in a rural community which valued large, tall and strong people. This instructor was often referred to as the "runt".)
2. Share this message with the other students in your group.

3. Discuss with the class members the messages they received, significant people giving them the messages and feelings experienced because of the messages.
4. Think about their present thoughts about that message and how the message was modified. (In the case of the instructor, she now thinks of herself as petite and can think of many positive aspects.)
5. Share modified message.

COMMENTS: This activity was a very meaningful one for the students. The negative message was difficult for some of the students to give. It was helpful for the students to think about ways the message had been modified. One of the students suggested having each student give the other students in the small group a sincere compliment either verbally or on a slip of paper to end the activity on a completely positive note.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:
Tactile
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

TOPIC: SELF

OBJECTIVE: Students will list five words or short phrases which describe or define self-concept, positive self-concept and negative self-concept.

ACTIVITY: Focused Listing

PROCEDURE: Preparation for activity:
Divide students into groups of ______ and select a leader for each group.

Give instruction sheet to small group leaders or instruct students to:

1. List at least five words or short phrases to describe or define self-concept.
2. Think of someone in your life that has a positive self-concept.
3. List adjectives or phrases that would describe that person.
4. Repeat with adjectives or phrases describing a person with negative self-concept.
5. Reporters share lists with group.

COMMENTS: You may want to give directions in three separate parts. This activity could be followed by a discussion of characteristics of children with positive and negative self-concepts or you could have students fill out the second and third parts of the form focusing on children now instead of adults. This reenforces the idea of the importance of working with children with negative self-concepts.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:
Auditory
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

FOCUSED LISTING

Please list five words or short phrases to describe or define self-concept.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Think of someone in your life that has a positive self-concept and list adjectives or phrases that would describe that person.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

Finally, think of a person who has a negative self-concept. List adjectives or phrases that would describe that person.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

TOPIC:	SELF
OBJECTIVE(S):	Students will discuss the process of development of self-concept and the importance of a positive self-concept. Students will personalize the six techniques to assist development of a positive self-concept with young children.
ACTIVITY:	Discussion of Origins and Techniques of Self-Concept Development Using Transparencies
PROCEDURE:	Using transparencies, lead a discussion in self-concept following outline presented on lesson plan and transparency masters. Try to get as much input from students as possible.
SUGGESTED LENGTH OF TIME:	30-45 minutes
LEARNING STYLES:	Visual, Auditory Group
SOURCE:	CDA Faculty San Antonio College

Self-Concept is the way you see yourself based on the ideas received from others in your environment.

Trans.

IMPORTANCE OF POSITIVE SELF-CONCEPT

Positive self-concept is related to:

- good academic achievement
- confidence
- success in life
- happiness

Trans.

BASIC CONDITIONS ESSENTIAL TO POSITIVE SELF-CONCEPT FORMATION

Connectiveness

....feeling a sense of belonging to a group

Uniqueness

....feeling a sense of individual self-identity

Power

....feeling a sense of control over one's own life

Models

....feeling a sense of identity with persons who serve as positive role models and demonstrate standards, values, and goals

Source: Clems and Bean (1986), How to Raise Children's Self-Esteem

TEACHER/CHILD INTERACTION TO PROMOTE POSITIVE SELF-CONCEPT

I. Accept all children

  A. Greet children warmly
  B. Listen to children

II. Use positive language

III. Recognize accomplishment

IV. Appreciate children as individuals with unique characteristics

V. Respect children

VI. Encourage independence

Trans.

TOPIC:	SELF
OBJECTIVE:	Students will describe on paper their reaction to the different class activities and list new information.
ACTIVITY:	Opinionnaire
PROCEDURE:	Inform students about the importance of feedback to you. Ask the students to fill out opinionnaire. Some of the students may have a need to talk a little more about the messages received as a child.
COMMENTS:	These planned class activities can be very powerful and meaningful ones. It is even more important that students have the opportunity to give feedback. This opinionnaire should make this easy for them.
SUGGESTED LENGTH OF TIME:	10 minutes
LEARNING STYLES:	Individual Written
SOURCE:	CDA Faculty San Antonio College

OPINIONNAIRE

Directions: It is important for me to know how you feel about the activities in the class. Please indicate your present feeling by checking the appropriate picture for each class activity. Your comments are also very important. Your feedback will help me prepare our next class. You may put additional written comments on the back of the page.

Activities

1. Sharing messages received as a child
   Comments

2. Focused listing
   Comments

3. Group lecture/discussion
   Comments

4. Overall feelings about class
   Comments

5. Plan to help one child's self-concept
   Comments

LESSON PLAN

FOCUS: SELF

OPENER: Group Sharing

LARGE GROUP: Discussion of Self-Observation Form

SMALL GROUPS: Demonstration of materials and activities

LARGE GROUP: Sing-a-Long

FEEDBACK: Application

TOPIC: SELF

OBJECTIVE: Students will verbally describe a task they accomplished with difficulty and the accompanying feelings while in the process of learning the skill.

ACTIVITY: Group Sharing

MATERIALS: None

PROCEDURE: Preparation for activity:
Arrange chairs in a circle or, if in a small informal group, have students sit on floor in a circle formation.

Instruct students to:

1. Think of something you accomplished that was very difficult to do. You weren't sure that you would be able to do it. You really struggled with it, but you managed to do it.
2. Raise your hand when ready to share.
3. Share their feelings while they were learning the task and after they accomplished the task.

COMMENTS: This activity can help students relate to the difficulty and accompanying frustrations young children have with certain tasks.

SUGGESTED LENGTH OF TIME: 20 minutes

LEARNING STYLES:
Auditory
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

Name ______________________ Number of Children __________

Center ____________________ Maximum Points Available _____

Date ______________________ Points Earned ________________

SELF OBSERVATION

Directions: Look at the classroom very carefully. Write down specific examples for each of the 10 items on these pages.

1. Accepts all children - Greets children warmly and makes transition from home to school as easy as possible. Listens to children. Calls children by name.
   Comments

2. Has affectionate and appropriate physical contact with each child daily in ways that convey love, affection and security.
   Comments

3. Uses positive language when giving directions.
   Comments

4. Recognizes accomplishments. Delights in each child's success. Is specific in comments made to child.
   Comments

5. Plans activities in such a way that each child can use and practice his or her special skill.
Comments

6. Allows children to do as much as possible for themselves; providing help only when asked or when a child is very anxious.
Comments

7. Offers children choices in activities, materials and foods whenever possible and respects their choices.
Comments

8. Respects children. Corrects them quietly to avoid embarrassing them in front of other children. Does not interrupt children or allow other adults to do so unless absolutely necessary.
Comments

9. Uses pictures, songs, books and materials in learning centers which reflects the children's cultural background.
Comments

10. Plans activities and uses learning materials which support children's developing awareness of self as an individual and as a member of a family.
Comments

TOPIC: SELF

OBJECTIVE: Students will describe and demonstrate activities and classroom materials which enhance children's self-concept.

ACTIVITY: Demonstration of Materials and Activities

MATERIALS: Category Cards such as activities using children's photos, body image activities, activities using children's names, birthday activities and special child activities
Materials supplied by students and instructor

PROCEDURE: Arrange cards on one or two tables and instruct students to:

1. Place materials where you think they would fit best.
2. Explain or demonstrate your activity.

COMMENTS: Ideas for a variety of materials and activities can be shared. These might include activities using childrens' photographs, such as individual growth charts, stick puppets, matching games and me books, etc.

SUGGESTED LENGTH OF TIME: 30-45 minutes (depending on the number of students in a group)

LEARNING STYLES:
Tactile
Individual, Group
Oral

SOURCE:
CDA Faculty
San Antonio College

TOPIC: SELF

OBJECTIVE: Students will teach one childrens song which enhances self-esteem of children to a small group of students. Students as a small group will teach song to class.

ACTIVITY: Sing-a-Long

MATERIALS: Self-Esteem Builders - handout

PROCEDURE: Preparation for activity:

1. In previous class, teach self-esteem songs to class. Songs on Self-Esteem Builders handout could be used.
2. Instruct students to be prepared to teach one new song that they use with children to build self-esteem.
3. The student who will be teaching the song is to supply students the song in written form, i.e. handouts, charts, words written on chalkboard.

Instruct students to:

1. Teach song to small group of students.
2. Teach song together as a small group to the rest of the class.

COMMENTS: Students can copy songs and add to their files.

SUGGESTED LENGTH OF TIME: 30-45 minutes

LEARNING STYLES:
Visual, Auditory
Group
Oral, Written

SOURCE:
CDA Faculty
San Antonio College

SELF-ESTEEM BUILDERS

ME, ME, ME

Me, me, me
It's a special thing to be.
It's fun to grow
And fun to know
That you are you
And I am me.
Me, me, me
It's a special thing to be!

Source: NAEYC Conference,
Jean Feldman, 1990

THIS IS ME!

This is me!
From head to toes,
I have two eyes,
And a little nose.
I can wiggle my ears
Or stamp my feet!
From my head
To my toes
I'm really neat!

Source: Unknown

THIS IS WHAT I CAN DO

(Tune of This Old Man)

This is what - I can do
See if you can do it too.
With a nik nak patty whack -
Watch what I can do!
Now I'll pass it on to you!

Source: Unknown

I AM SPECIAL

(Tune of London Bridges)

I am special; yes, I am
Yes, I am; yes, I am
I am special; yes, I am
I'm very special.

No one else has _____ like mine
Just like mine, just like mine
No one else has _____ like mine
I'm very special!

Source: Totline - Jan./Feb. 1982,
Judy Buch

ME

(Children repeat lines)

I've got ten little fingers
And ten little toes.
Two little eyes
And a mouth and a nose.
Put them all together
And what have you got?
You got ME, baby
And that's a lot!

Source: NAEYC Conference,
Jean Feldman, 1990

WHO'S THAT GIRL?

(Tune of Buffalo Gal)

Who's that girl with the
_____ _____ on?
The _____ _____ on?
The _____ _____ on?
Who's that girl with the
_____ _____ on?
_____ is her name.

Source: A Song is a Rainbow,
Patty Zeitlin

HA! HA! HE! HE!

(Tune of Loony Tunes)

I smile because I'm happy,
As happy as can be.
I smile because I like myself,
I smile because I'm me!

I laugh because I'm happy,
As happy as can be. (Ha! Ha!)
I laugh because I like myself,
I laugh because I'm me! (Ha! Ha!)

Ha ha ha ha ha ha ha,
He he he he he he.
Ha ha ha ha ha ha ha,
He he he he he he.

Source: NAEYC Conference,
Jean Feldman, 1990

I LIKE TO MOVE!

I like to move.
I'm strong.
I'm a champ.
I like everybody.
And I love myself!

Source: NAEYC Conference,
1988

TOPIC: SELF

OBJECTIVE: Students will recall three new facts or ideas learned and list three ways they will apply this information to their classroom.

ACTIVITY: Application Paper

PROCEDURE: Instruct students to:

1. Think about the learning activities we did and list three facts or ideas that were new to you and think of at least three ways you will use this information in your classroom.
2. Write this on paper, and then copy it for yourself and hand in one copy.

COMMENTS: This will not only provide feedback for you to instruct but encourage the students to think about and use the information presented.

SUGGESTED LENGTH OF TIME: 10-15 minutes

LEARNING STYLES:
Individual
Written

SOURCE:
CDA Faculty
San Antonio College

APPLICATION PAPER

Please list three facts or ideas that were new to you and three ways you will use this information with your children in the classroom next week. Write it on this paper and then copy it as a reminder for yourself.

In this class I learned:

1. ____________________

2. ____________________

3. ____________________

This next week I will:

1. ____________________

2. ____________________

3. ____________________

ADDITIONAL SELF ACTIVITIES

TOPIC: SELF

OBJECTIVE: Each student will write a paragraph describing himself or herself as him/her.

ACTIVITY: Personality Description

MATERIALS: Blank paper - one for each student
Tape

PROCEDURES: Instruct students to:

1. Tape the blank piece of paper on your back and select six classmates to write one positive adjective or phrase about each person on their paper. Give students time to complete this task.
2. Read your paper silently and write a short paragraph describing yourself as other students see you.

COMMENTS: You might want to have the students share paragraphs with one another in their small groups. Some of the students in San Antonio College CDA classes have saved their papers to read when their spirits are low.

SUGGESTED LENGTH OF TIME: 20 minutes

LEARNING STYLES:
Tactile
Individual, Group
Oral (if shared), Written

SOURCE:
CDA Faculty
San Antonio College

TOPIC: SELF

OBJECTIVE: Students will read and write a response to a printed description of an interaction between a teacher and child.

ACTIVITY: Responding to Scenarios

MATERIALS: Scenarios - from article "Self Concept: The Key to Learning" by Phyllis Jack or instructor written scenarios

PROCEDURE: Preparation for activity:

1. Divide students into groups.
2. Provide one scenario to each group.

Instruct students to:

1. Read and write a response.
2. Responses will then be discussed and group response will be developed.
3. Reporter will read scenarios to rest of students and explain group's response.
4. Group discussion will then follow.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES: Visual, Auditory
Individual, Group
Oral

SOURCE: CDA Faculty
San Antonio College

RESOURCES - BOOKS

Beaty, Janice. Skills For Preschool Teachers. New York, New York: Macmillan Publishing Company, 1992.

Bredekap, Sue. Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. Washington, D.C.: National Association for the Education of Young Children, 1987.

Clemes, Harris and Reynold Bean. How to Raise Children's Self-Esteem. Los Angeles, California: Price/Stern/Sloan, 1986.

Feeney, Stephanie. Christensen, Doris. Moravcik, Eva. Who Am I In The Lives Of Children? New York, New York: Macmillan Publishing Company, 1991.

Paciorek, Karen Menke and Joyce Huth Munro, Editors. Early Childhood Education 91/92. Guilford, Connecticut: The Dushkin Publishing Group.

Phillips, Carol Brunson (Ed). Essentials for Child Development Associates Working with Young Children. Washington, D.C.: Council for Early Childhood Professional Recognition, 1991.

RESOURCES - PERIODICALS

Gonzalez, Menn. "Do You Have Cultural Tunnel Vision?" Child Care Information Exchange. pp. 29 - 31, July/August 1991.

Jack, Phyllis H. "Self Concept: The Key To Learning" Texas Child Care Quarterly. pp. 2 - 6, Fall 1987.

Jack, Phyllis H. "Activities to Enhance Self-Concept" Texas Child Care Quarterly. pp. 26 - 30, Fall 1987.

SOCIAL

Candidate helps each child feel accepted in the group, helps children to communicate and get alone with others, and encourages feelings of empathy and mutual respect among children and adults.

Source: The Council for Early Childhood Professional Recognition, (Washington, DC).

Trans.

LESSON PLAN

FOCUS: SOCIAL

OPENER: Round the Table

SMALL GROUPS: Illustrated charts

LARGE GROUP: Group sharing and discussion

FEEDBACK: Application to specific child

TOPIC: SOCIAL

OBJECTIVE: Students will list a minimum of two positive social behaviors which young children can learn.

ACTIVITY: "Round the Table" Discussion Starter

MATERIALS: Activity sheet for each table

PROCEDURE: Preparation for activity:

1. Ask students to form small groups based on age of children with which they work.
2. Hand instruction paper to one of the students at each table.

Instruct students to:
Go around the table at least twice.
Instructor will then lead a summary discussion.

COMMENTS: This activity not only introduces the topic for the class, but gives each student an opportunity to recall information from Child Growth and Development classes as well as information from assigned readings.

It also gives the teacher a clear idea of the social characteristics with which students are familiar.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:
Visual
Individual, Group
Written

SOURCE:
CDA Faculty
San Antonio College

ROUND THE TABLE

Write down one social behavior young children are developing. Please state this characteristic in positive terms. See examples. Then pass this paper to the person on your right. Paper is to go "round the table" twice.

Social Behavior

1. Can learn to use words to let others know how they feel
2. Can learn to cooperate
3. Can learn to
4. Can learn to
5. Can learn to
6. Can learn to
7. Can learn to
8. Can learn to
9. Can learn to
10. Can learn to
11. Can learn to
12. Can learn to
13. Can learn to
14. Can learn to

ROUND THE TABLE

Write down one social behavior the children you are working with are developing. Please state this characteristic in positive terms. See examples. Then pass this paper to the person on your right. Paper is to go "round the table" twice.

Social Behavior
(completed sample)

1. Can learn to use words to let others know how they feel

2. Can learn to cooperate

3. Can learn to help others

4. Can learn to take turns

5. Can learn to become independent

6. Can learn to ask for help when needed

7. Can learn to make friends

8. Can learn to respect rights and possessions of others

9. Can learn to control impulses

10. Can learn to listen to other children

11. Can learn to respect other children's body space - keeping hands to oneself

12. Can learn to become empathetic to one another

13. Can learn to accept other children's lead on an activity and at other times be the leader in a child selected center activity

14. Can learn to carry-out jobs and responsibilities

TOPIC: SOCIAL

OBJECTIVE: After participating in "round the table" discussion on social behaviors, students will construct and illustrate chart which includes developmentally appropriate teacher actions.

ACTIVITY: Illustrated Chart of Appropriate Teacher Behaviors

MATERIALS: Activity sheet, large sheets of paper, felt markers, masking tape
References - Text, Developmentally Appropriate Practices, 1 - 2 page articles - Social Skills
Role cards

PROCEDURE: Inform students that this activity has two parts.

"Each student will have a definite task to perform in this group activity. You can decide on roles--Coordinator, Time Keeper, Notetaker and Motivator--and follow role as described on cards." Instructor will discuss individual roles. Pass out activity sheet to coordinator.

When groups have finished this task, pass out large sheets of paper and encourage them to make large charts illustrating both child's behavior and teacher's action.

COMMENTS: This activity will allow students to draw from past experience and use a variety of resources to determine appropriate action. This will be a more structured group experience since students are expected to carry out described roles. If you feel group roles would distract from the learning process, the role aspect could be eliminated from this activity.

SUGGESTED LENGTH OF TIME: 45-60 minutes

LEARNING STYLES: Visual, Tactile
Group

SOURCE: CDA Faculty
San Antonio College

CHART

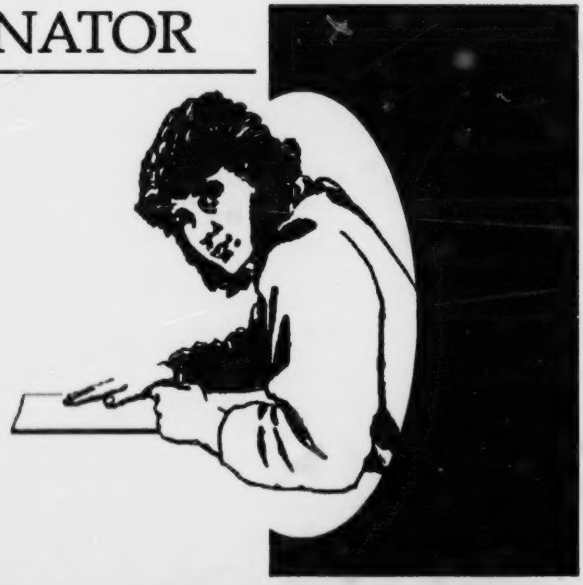
Your task as a group is to select four of the social behaviors listed. Write the behavior and then discuss the developmentally appropriate teacher's action that would encourage social development. The team may use resources provided. Make sure everyone performs their individual task as well as the group task.

BEHAVIOR	**TEACHERS ACTIONS**
1.	1.
2.	2.
3.	3.
4.	4.

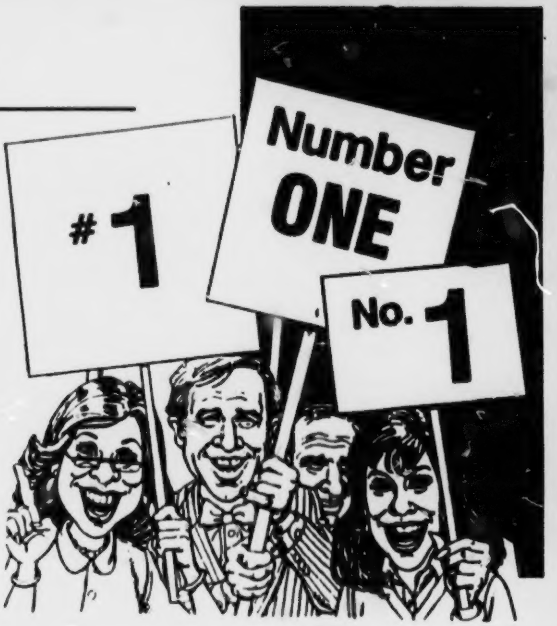
NOTETAKER

Social - 7

COORDINATOR



MOTIVATOR



TIMEKEEPER

Motivator

is responsible for recording the answers or solutions that each of the members contributes.

Social - 8

Timekeeper

is responsible for making sure that the task is understood, and that everyone is working together.

Notetaker

is responsible for giving praises or compliments on the performances of group members.

Coordinator

is responsible for assuring that everone is on task and that the task is accomplished within the time allotted.

TOPIC: SOCIAL

OBJECTIVE: Students will apply information acquired by completing activity sheet on a specific child.

ACTIVITY: Application to Specific Child

MATERIALS: Activity sheet

PROCEDURE: Instruct students to:

1. Think about a child that is experiencing difficulty with one of the positive social behaviors discussed previously (Social - 3).
2. Plan how will you use the information acquired in this class to help this child.
3. Consider materials, activities or teacher/child interactions.
4. Use the activity sheet provided.

COMMENTS: This activity will encourage the students to apply information to individual children. Results could be discussed during visit to student's classroom or could be shared at the next class session. This activity is particularly effective when used after the activities "Round the Table" (Social-3) and "Illustrated Chart" (Social-6). Students may find that they need more information on social development and could lead students to do more research on their own.

SUGGESTED LENGTH OF TIME: 45 minutes to 1 hour

LEARNING STYLES:
Visual
Individual
Written

SOURCE:
CDA Faculty
San Antonio College

ACTIVITY SHEET

Describe social behavior with which child is having difficulty.

Describe child's current behavior in objective terms.

Consider age of child. Are expectations appropriate?

Describe plan for child.

LESSON PLAN

FOCUS: SOCIAL

OPENER: Group Sharing

INDIVIDUAL:
- Responding to scenario
- Discussion
- Developmental sequence - fears
- Individual fear patterns
- Appropriate adults interactions

SMALL GROUPS: Listening activity

INDIVIDUAL: Biography on Children's Books

FEEDBACK: Social Observation

TOPIC:	SOCIAL
OBJECTIVE:	Students will recall and describe fear experienced as a child to a small group of students.
ACTIVITY:	Group Sharing of Fears
MATERIALS:	None
PROCEDURE:	Instruct students to: 1. Think about a fear experienced as a child. 2. Visualize yourself as that child. 3. Think about the fear and your reaction to it. 4. Think about how you overcame this fear. 5. Share this information with the students in your group. 6. Include your age, feelings at the time, your adult reaction to this fear and your thoughts about the fear today.
COMMENTS:	This activity will serve as a good introduction to the topic of feelings and assist students in understanding fears of children. Different topics could be given to groups. Topics could be something sad you remember, the angriest you ever got at a sibling, or something a parent taught you. Students could change groups after each topic. This activity helps students remember what it was like to be a child.
SUGGESTED LENGTH OF TIME:	20 minutes
LEARNING STYLES:	Auditory Group Oral
SOURCE:	Melonye Curtis Amarillo Community College CDA Faculty San Antonio College

FEARS

Developmental sequence as the children grow.

INFANT/TODDLER - Fear of unfamiliar concrete objects or persons

PRESCHOOL - Imaginary, symbolic fears

SCHOOL YEARS - Concrete, realistic fears

Trans.

FEARS

Developmental sequence as the children grow.

INFANT/TODDLER - Fear of unfamiliar concrete objects or persons.

7 to 9 months - stranger anxiety.
2 to 3 years - fear of transformation of familiar person/object -
  Teacher getting haircut - may not know same person.
  Vacuum cleaners, toilets, escalators - child may think that these machines may suck them up.

PRESCHOOL - Imaginary, symbolic fears

Imaginary dangers - monster in closet, ghosts, bad dreams. Television programs, movies and books that do not distinguish reality from pretend may add to this fear.

SCHOOL YEARS - Concrete, realistic fears

Fear of tornadoes, fire, flood and hurricanes.

INDIVIDUAL FEAR PATTERNS

- Awareness and sensitivity to the world around them

- Individual experiences and concerns affect their fears

- "Secondary gains" from exhibiting fear

Trans.

INDIVIDUAL FEAR PATTERNS

- Awareness and sensitivity to the world around them

Some children are more sensitive to changes, such as a new hair cut.

- Individual experiences and concerns affect their fears

Past experiences and concerns will influence intensity and content of fears such as a child experiencing a bad thunder storm.

- "Secondary gains" from exhibiting fear

Once a fear is established, it may persist because of emotional rewards such as teacher's undivided attention and concern.

THE CHILD MAY:

CRY

SCREAM

STAND FROZEN IN PANIC

NO REACTION

EXAGGERATED FASCINATION

Trans.

THE ADULT MIGHT TRY:

WAITING

TALKING ABOUT THE FEARS

PROVIDE DRAMATIC PLAY OPPORTUNITIES

PRESENT A LESS THREATENING FORM

FOCUS ON UNDERLYING COGNITIVE SKILLS

HELP CHILD ACHIEVE REWARD THROUGH OTHER CHANNELS

BROADEN RANGE OF COPING SKILLS

Trans.

THE ADULT MIGHT TRY:

WAITING

Fears usually disappear without any special treatment, i.e. if child is afraid of toilet, after many experiences the child will realize that he/she cannot be flushed away.

TALKING ABOUT THE FEARS

If children can put their fears into words or pictures, they can manage them better.

PROVIDE DRAMATIC PLAY OPPORTUNITIES

Children can recreate feelings and experiences and practice mastering them.

PRESENT A LESS THREATENING FORM

Gradually sensitize them, i.e. if afraid of a big dog, expose them to a small friendly dog.

FOCUS ON UNDERLYING COGNITIVE SKILLS

Child afraid of masks needs experience with object permanence such as peek-a-boo or hide and seek.

HELP CHILD ACHIEVE REWARD THROUGH OTHER CHANNELS

Try to give child attention at other times.

BROADEN RANGE OF COPING SKILLS

Vague assurances will not work.
Giving information directly or through books will help.
Talking and practicing what the child can do in situations will help. Help the child think of many solutions.

TOPIC: SOCIAL

OBJECTIVE: Students will select from an assortment of children's books, five children's books that support development of gender identity, two picture books dealing with human reproductive process and three children's book sdealing with separation, divorce, remarriage or blended families.

Students will complete bibliographical cards on selected books.

ACTIVITY: Bibliography on Children's Books

MATERIALS: Assortment of children's books - see sample book test

PROCEDURE: Arrange an assortment of children's books. After a group discussion on the importance of books, pictures and other materials which address diversity in families, gender roles, racial and ethnic identity, disabilities and work, instruct students to select the following:

1. Five children's books that support development of gender identity by portraying males and females in diverse roles.
2. Two picture books dealing with human reproductive process.
3. Three children's books dealing with separation, divorce, remarriage or blended families.

Complete bibliographical cards on books.

COMMENTS: Bibliographical cards can be added to the Professional Resource File - items 6, 7 and 8.

LEARNING STYLES: Visual, Tactile
Individual

SOURCE: CDA Faculty
San Antonio College

SAMPLE BOOK LIST

Books supporting development of gender identity by portraying males and females in diverse roles.

I Can, Can You Author: Parish

My Daddy Is a Nurse Wandro

Mommies at Work Author: Eve Merriam, Simon & Schuster, 1989

Daddies at Work Author: Eve Merriam, Simon & Schuster, 1989

Daddy Makes the Best Spaghetti Author: Anna Grossnickle Hines, Tickner and Fields, 1986

Books that deal with human reproductive process.

How You Were Born Author: Joanna Cole, William Morrow and Co., 1984

A Baby Starts to Grow Author: Paul Showers, Thomas Crowell and Co., 1969

Books that deal with separation, divorce, remarriage, or blended families.

My Mothers House, My Fathers House Author: C.B. Christiansen, Macmillan Publishing Co., 1989.

My Mothers Getting Married. Author: Joan Drescher, Dial Books For Young Reader, 1986

Grandma Without Me Author: Judith Vigna, Albert Whitman and Co., 1984

Name ______________________ Number of Children __________

Center ______________________ Maximum Points Available _____

Date ______________________ Points Earned _______________

SOCIAL OBSERVATION

Directions: **Look at the classroom very carefully. Write down specific examples for each of the 10 items on these pages.**

1. Has realistic expectations for young children's social behavior based on their level of development.
   Comments

2. Serves as a social model by building a positive relationship with each child and parent and by maintaining positive relationships with other adults in the center.
   Comments

3. Helps but does not pressure the shy child to interact with others.
   Comments

4. Responds quickly and calmly to prevent children from hurting each other.
Comments

5. Encourages children to ask for, accept, and give help to one another.
Comments

6. Provides experiences that help children respect the rights and understand the feelings of others.
Comments

7. Provides a variety of props and other materials so children can work through their fears, frustrations and other feelings.
Comments

8. Teaches children to express their feelings and assert their rights in socially acceptable ways.
Comments

9. Encourages children's attempts to use words to resolve conflicts.
Comments

10. Emphasizes cooperation rather than competition in games and activities.
Comments

ADDITIONAL SOCIAL ACTIVITIES

TOPIC: SOCIAL

OBJECTIVE: Student will identify and label children's feelings.

ACTIVITY: Talking About Feelings

MATERIALS: Feeling sheet (following page)

PROCEDURE: Hand out feeling sheet. Do the first one or two as a whole group. Divide into pairs or small groups to do the rest. Review as a whole group.

COMMENTS: Be sure students identify the feeling and then use the label as they speak to the child.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:
Auditory
Group

SOURCE:
CDA Faculty
San Antonio College

NAME(S): ______________________________

Read the following vignettes. Decide what you think the child is feeling. Then determine what you would say to the child in order to label the feeling. For example, "A child is running and laughing". This child is probably feeling happy. You could say, "It looks like you are happy today" or "You are really having fun laughing and running."

Vignette	**Feeling**	**What you would say**
1. Child is looking out the window as mom drives away		
2. Child gets a puzzle piece to fit in the right space		
3. A child has lost a toy to another child		
4. A child wants to play at the water table but there is not enough room		
5. One child hits another		
6. A child gives you a hug		
7. The child has a tantrum because it is time to go inside		
8. The child starts to cry when she sees the clown		
9. A child tumbles off the bottom of the slide and cries		
10. A child is patting the play dough and smiling		
11. A child is bitten by another child		
12. A child is startled by a loud noise		
13. A child is clinging to his mother who is needing to leave		
14. A child can't get her arm in the coat sleeve and is crying		
15. One child is hugging another		

Source: Linda Ruhmann

RESOURCES - BOOKS

Beaty, Janice. Skills for Preschool Teachers. New York, New York: Macmillan Publishing Company, 1992.

Bredekamp, Sue. Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. Washington, D.C.: National Association for the Education of Young Children, 1987.

Feeney, Stephanie. Christensen, Doris. Moravcik, Eva. Who Am I In The Lives Of Chilren? New York, New York: Macmillan Publishing Company, 1991.

McCracken, Janet Brown (Ed). Reducing Stress in Young Children's Lives. Washington, D.C.: National Association for the Education of Young Children, 1986.

Miller, Karen. More Things To Do With Toddlers And Twos. Chelsea, Massachusetts: TelShare Publishing, Inc., 1984.

Paciorek, Karen Menke and Joyce Huth Munro (Ed). Early Childhood Education 91/92. Guilford, Connecticut: The Dushkin Publishing Group, Inc., 1991.

Phillips, Carol Brunson (Ed). Essentials for Child Development Associates Working with Young Children. Washington, D.C.: Council for Early Childhood Professional Recognition, 1991.

Stonehouse, Ann (Ed). Trusting Toddlers. St. Paul, Minnesota: Toys and Things Press, 1990.

Van der Lande, Irene. 1, 2, 3, The Toddler Years. Santa Cruz, California: Toddler Care Center, 1986.

RESOURCES - PERIODICALS

Bullock, Janis. "Understanding and Altering Aggression" Day Care and Early Education. pp. 24 - 27, Spring 1988.

Crary, Elizabeth. "Helping Your Kids Cooperate" Scholastic Pre-K Today. pp. 12 - 13, February 1987.

Fulton, Arlene M. Lane, Mona. "Childhood Stressors: Book Therapy Can Help" Texas Child Care. pp. 16 - 20, Spring 1992.

Gifford, Linda. "Helping Children Master Separation" Texas Child Care Quarterly. pp. 19 - 23, Fall 1985.

Israelaff, Roberta. "What a Child Learns From a Good Cry" Working Mother. pp. 50 - 53, January 1991.

Kilimnik, Karel. "The Shy Child" First Teacher. p. 23, September/October 1991.

Rosemond, John. "Teaching Your Child to Share, A Wonderful Gift From Parents to Children" Better Homes and Gardens. p. 17, December 1986.

Smith, Charles. "Developing Kindness in Children" Texas Child Care Quarterly. pp. 2 - 13, Summer 1982.

Wolf, Dennie. "Make Believe Play: Why Bother?" Beginnings. pp. 4 - 6, Spring 1984.

GUIDANCE

Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.

Source: The Council for Early Childhood Professional Recognition, (Washington, DC).

Trans.

LESSON PLAN

FOCUS:	GUIDANCE
OPENER:	Remembering Cues
LARGE GROUP:	Discussion on importance of encouraging children to be independent and use of cues in the classroom to encourage independence.
PARTNER ACTIVITY:	Independence Evaluation of Classroom
GROUP DISCUSSION:	Group discussion of classroom
FEEDBACK:	Independence Evaluation of Student's Classroom

TOPIC: GUIDANCE

OBJECTIVE: Students will recall cues used in making trip to grocery store and relate to cues used in classroom.

ACTIVITY: Remembering Cues

MATERIALS: None

PROCEDURE: Instruct students to:

1. Think of a trip to a new grocery store.
2. What are some cues you used to find the groceries you wanted to purchase?
3. Write down how you need, what part of the store the diary products were located, or where the produce was located. When you got to the appropriate area, how did you know where it was on the shelf or if the cereal on the shelf was the correct kind?
4. Share with group.

As students share, group common elements together. Use as a starting point for discussion of importance of cues as labels, signs, similar products or materials in one area. Stress importance of cues for children in a classroom.

COMMENTS: Students are not always aware of their dependence on cues in an environment, particularly a new one. This activity can be an eye opener for them.

SUGGESTED LENGTH OF TIME: 20 minutes

LEARNING STYLES: Individual, Group
Written, Oral

SOURCE: CDA Faculty
San Antonio College

TOPIC: GUIDANCE

OBJECTIVE: Students will evaluate classroom for ways independence is encouraged.

ACTIVITY: Independence Evaluation of Classroom

MATERIALS: Independence Evaluation of Classroom Form

PROCEDURE:

Preparation for activity:

1. Hand out Independence Evaluation of Classroom Form.
2. Give examples for each item.

Instruct students to:

1. Pick a partner.
2. Go to a child development center or college lab.
3. Select classroom to evaluate.
4. Complete form.
5. Form small groups according to room evaluated. Discuss evaluation of that room.
6. Share with the rest of the class.

COMMENTS: Students often justify performing tasks for children because of safety reasons. Often tasks can be planned in such a way that they are safe for children.

SUGGESTED LENGTH OF TIME: 1 hour

LEARNING STYLES:

Tactile
Individual, Group
Written, Oral

SOURCE:

CDA Faculty
San Antonio College

INDEPENDENCE EVALUATION OF CLASSROOM SHEET

Part I - Mark "YES" if the following items are found in your classroom and give an example. if an item is not found in your classroom mark "NO" and be sure to include it in PART II.

	YES	NO
1. Self-directive charts used in:		
music area		
art area		
blocks		
manipulative area/table games		
discovery area		
dramatic play		
writing area		
2. Cues such as shape, outline of objects, or picture of materials are used with:		
blocks		
art supplies		
manipulatives/table games		
dramatic play		
music instruments		
writing area		
discovery area		
3. Each child has a place to hang his/her clothes		
4. Each child has a place to store art work and personal belongings		
5. The places described in 3 and 4 are labeled with a symbol such as name, picture, color, or shape.		

	YES	NO
6. The following items are on child's level:		
shelves and hooks		
cubbies		
art supplies		
language arts materials		
books		
writing materials		
puppets, flannel boards, etc.		
table games/manipulatives		
dramatic play materials		
blocks		
soap, paper towels and kleenex		
7. Children can manipulate these things without assistance:		
painting, smocks (large buttons or velcro)		
dress-up clothes (large buttons, snaps, zippers)		
tape players (cued)		
8. Appropriate clean-up supplies are available:		
small broom and dust pan		
sponges		
paper towels		

9. Other ways independence is encouraged in classrooms:

PART II

Make a list of things in classroom which require assistance for use and tell how each item could be changed to make the room more independent. Remember to include any items marked "NO" in PART I. Spend time analyzing the classroom and arriving at solutions.

Source: Christine Catalani
San Antonio College

ADDITIONAL GUIDANCE ACTIVITIES

TOPIC:	GUIDANCE
OBJECTIVE:	Students will identify types of guidance techniques they observe teacher using.
ACTIVITY:	Identifying Guidance and Teaching Techniques
MATERIALS:	Guidance Form
PROCEDURE:	Preparation for activity: As a group, review different types of positive guidance listening: positive statements, redirection, reinforcement and choices. Instruct students to: 1. Introduce guidance form. 2. Complete as an outside assignment. 3. Form will be discussed as a large group.
COMMENTS:	Discussion of completed forms may also lead into a discussion on the proportion of time teachers spend on guidance in relation to amount of time spend on other ways of interacting such as questioning, giving information, making observations, etc. Video of teacher interacting with children could be used instead of observation in classroom. A student could also be videotaped and form completed by instructor and student.
SUGGESTED LENGTH OF TIME:	In class discussion: 20-30 minutes
LEARNING STYLES:	Tactile Individual Oral
SOURCE:	CDA Faculty San Antonio College

GUIDANCE FORM

Directions: Observe teacher interacting with children during learning centers time. Write down exactly what the teacher says. You may want to use another paper as you will have to write very fast. It is not necessary to write down child's response. Then copy each teacher statement on the left side of this form. Label each statement according to guidance technique used. If statement is not a guidance statement, put N/A on the right column.

Statement	Type of Guidance
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

TOPIC:	GUIDANCE
OBJECTIVE(S):	Students are to describe a conflict situation between two children. Students are to role play situation using the six negotiation steps.
ACTIVITY:	Role Playing
MATERIALS:	None
PROCEDURES:	Preparation for activity: Using transparency, explain six steps of negotiation giving examples for each step. Instruct students to: 1. Write up a situation between a teacher and preschoolers in which problem solving techniques can be used. At this point, you are to just describe on paper a situation. 2. Say, "Now that you have a situation, decide on roles with which to begin. You will need a teacher, child and one to two observers, depending on the number of students in your group." 3. Role-play the situation, having the observers note whether or not all six steps of negotiation are used. 4. Analyze and evaluate the role-play.
COMMENTS:	Importance of acquiring problem solving skills should be emphasized because teachers can use these skills in all parts of their lives.
SUGGESTED LENGTH OF TIME:	20-30 minutes
LEARNING STYLES:	Visual, Tactile Group Oral
SOURCE:	CDA Faculty San Antonio College

SIX STEPS TO NEGOTIATION

1. Help children identify the problem.

2. Encourage children to contribute ideas for solving the problem.

3. Restate ideas in a positive way.

4. Help children decide on the best idea.

5. Help children figure out how to carry out their solution.

6. Reinforce the process when the problem is solved.

Source: Numerous

Trans.

TOPIC:	GUIDANCE
OBJECTIVE:	Students will evaluate classroom limits or guidelines used in their classroom.
ACTIVITY:	Classroom Limits
MATERIALS:	Classroom Limits Activity Form
PROCEDURE:	Preparation for activity: 1. Discuss reasons for limits. 2. Importance of having fewer limits. 3. Enforcing limits consistently. Instruct students to: 1. Follow directions given on form. 2. Discuss limits as a group. Remind students of the importance of stating rules in a positive form. 3. Students can then reword rules.
COMMENTS:	This activity fits well with activity on rewriting directions given to children.
SUGGESTED LENGTH OF TIME:	20 minutes
LEARNING STYLES:	Individual Written
SOURCE:	CDA Faculty San Antonio College

CLASSROOM LIMITS ACTIVITY FORM

List at least four limits that you have in your classroom. Below each limit write one reason why you have this limit in your classroom. If you can not think of a good reason for a limit, the limit should be changed. Think about these limits. Do any changes need to be made in your classroom limits?

We will discuss these rules and their reasons as a group after each person has finished this part of the activity.

LIMIT 1 ______________________________

____

Reason: ______________________________

____

LIMIT 2 ______________________________

____

Reason: ______________________________

____

LIMIT 3 ______________________________

____

Reason: ______________________________

____

LIMIT 4 ______________________________

____

Reason: ______________________________

____

Rewrite any limits that are not stated positively.

TOPIC: GUIDANCE

OBJECTIVE(S): Students will acquire knowledge of typical issues children face such as separation anxiety, negative behavior, shyness or making friends.

Students will explain information to another student who in turn will teach one or two other students.

ACTIVITY: Teaching the Teacher

MATERIALS: One folder of articles on typical issues such as biting, time out chair, stress, etc. One different article for each student at the table (see printed Resources - Periodicals)

PROCEDURE: Instruct students to:

1. Find a partner.
2. Select one article and read, taking notes on the main points in the article.
3. Explain these points to your partner.
4. Listen to partner explaining main points of his/her article to you.
4. Person taught will then teacher another person while first person evaluates.

COMMENTS: Students really learn information when they are given the opportunity to teach another person. In this case, a student has to teach another student well enough so that individual can share the information. As many as four issues could be covered, though you might want to start with groups of three. An alternate method is to have students "teach" the other members of the small group.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES: Visual, Auditory, Tactile
Group
Oral

SOURCE: CDA Faculty
San Antonio College

TOPIC: GUIDANCE

OBJECTIVE(S): Students should objectively describe a child's inappropriate behavior.

Students will read objective description of child's behavior and write developmentally appropriate suggestions.

ACTIVITY: Behavior/Consultant Form Exchange

MATERIALS: Behavior Consultant Form

PROCEDURE: Instruct students to:

1. Think of a child who displays inappropriate behavior. This should be a behavior that you feel could be changed if you knew what to do.
2. Answer the questions on the top portion of the Behavior Consultant Form.
3. Now that you are finished with your behavior description, verbally describe the child's behavior to the members in your group.
4. Write down on another piece of paper suggestions given.
5. Now decide as a group one behavior problem for which you would like input from another group of students. Make sure the top portion of the form is complete.
6. Give it to another group and accept their form.
7. Discuss described behavior, filling out bottom portion of the form.

COMMENTS: Students could complete the first part of the consultant form as a homework assignment. This activity also demonstrates the necessity of being objective and specific when describing children's behavior.

SUGGESTED LENGTH OF TIME: 45 minutes

LEARNING STYLES:
Visual, Auditory
Individual, Group
Oral, Written

SOURCE:
CDA Faculty
San Antonio College

BEHAVIOR CONSULTANT FORM

Age of Child ____________________

Objective description of inappropriate behavior: ________________

____

____

____

____

Time of day behavior occurs: ________________________________

____

Where behavior occurs: ______________________________________

____

Response of other children: _________________________________

____

Your response: ____

____

Child's response to you and other children: _________________

____

____

Additional information needed: ______________________________

____

Suggestions: ____

____

____

Teacher's response to suggestions: __________________________

____

____

Further suggestions: ____

____

Name ______________________________ Number of Adults ____________

Age of Children _______________ Maximum Points Available _____

Date ______________________________ Points Earned _______________

GUIDANCE OBSERVATION

Directions: Look at the classroom very carefully. Write down __specific__ examples for each of the 10 items on these pages.

1. Uses a variety of indirect guidance techniques, i.e. cues, rebuses, planning board and other ways to limit number of children in each learning center.
   Comments

2. Has realistic expectations about children's attention spans, interests, social abilities, and physical needs.
   Comments

3. Warns children about approaching ending of a time block such as learning center time or outdoor play, then transitions them to the next activity.
   Comments

4. Uses a variety of positive direct guidance techniques, i.e. positive direction, reasons for request, demonstrating, etc.
   Comments

5. Gives children real choices and accepts the choices made.
Comments

6. Involves children in establishing guidelines and limits.
Comments

7. Addresses the problem behavior or situation rather than labeling the child involved.
Comments

8. Accepts children's sad or angry feelings, provides acceptable outlets for children to express them, and teaches words for feelings.
Comments

9. Uses active listening techniques.
Comments

10. Assists children in negotiating solutions to problems.
Comments

RESOURCES - AUDIOVISUAL

"Discipline: Appropriate Guidance of Young Children" Washington, D.C: National Association for Education of Young Children.

RESOURCES - BOOKS

Beaty, Janice J. *Skills For Preschool Teachers*. New York, New York: Macmillan Publishing Company, 1992.

Bredekamp, Sue. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*. Washington, D.C.: National Association for the Education of Young Children, 1987.

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Phillips, Carol Brunson. *Essentials for Child Development Associates Working With Young Children*. Washington, D.C.: Council for Early Childhood Professional Recognition, 1991.

Reynolds, Eleanor. *Guiding Young Children a Child-Centered Approach*. Mountain View, California: Mayfield Publishing Company, 1990.

RESOURCES - PERIODICALS

Baker, Betty Ruth. "Turn Transition Time Into Learning Time" *Texas Child Care Quarterly*. pp. 12 - 14, Summer 1985.

Baker, Betty Ruth. "Transition Time: Make It A Time of Learning for Children" *Day Care and Early Education*. pp. 36 - 38, Summer 1986.

Baueveiss, Lynne. "Biting - Ways to Cope" *Texas Child Care Quarterly*. pp. 13 - 16, Summer 1986.

Gifford, Linda. "Do They Deserve the Time Out Chair?" *Texas Child Care Quarterly*. pp. 18 - 21, Fall 1984.

FAMILIES

Candidate maintains an open, friendly, and cooperative relationship with each child's family, encourages their involvement in the program, and supports the child's relationship with his or her family.

Source: The Council for Early Childhood Professional Recognition, (Washington, DC).

Trans.

LESSON PLAN

FOCUS: FAMILIES

OPENER: Responding to Vignette About Parents

LARGE GROUP: Videotape - "Developmentally Appropriate Practice: Partnerships with Parents" - discussion of Viewers Guide

INDIVIDUAL:
Welcoming children and parents
Written response to article "A Home Away from Home"
Discussion of response

LARGE GROUP:
Listing of other ways of sharing information
Parent Conferences - transparency

SMALL GROUPS: Role play parent conference

LARGE GROUP: Discussion

TOPIC: FAMILIES

OBJECTIVE: Students will listen to vignette and describe in writing the feelings of teacher and parent and ways to develop professional relationship.

ACTIVITY: Responding to Vignette About Parents

MATERIALS: Printed Vignette

PROCEDURE: Read vignette and ask students to respond to the following questions: "How do you think the teacher feels after hearing parent's remark? How may the parent be feeling? How can you as teachers communicate with parents to promote a professional relationship with parents. Name some different forms of communication."

COMMENTS: Discussion in small groups could follow. Or if class size is small, have student discussion in large group.

SUGGESTED LENGTH OF TIME: 20 minutes

LEARNING STYLES:
Auditory
Individual
Oral, Written

SOURCE:
CDA Faculty
San Antonio College

"WHAT I WOULDN'T GIVE FOR A JOB LIKE YOURS"

Our early childhood program opens at 6 a.m. and closes at 6 p.m. One day, everything went wrong. A child tried to put a shoe down the toilet. The keys to the kitchen were lost. The milk was sour. The sprinklers went on while the children were playing on the lawn, and there weren't enough dry clothes for everyone. It was just a rotten day.

One mother called and said she would be late. The teacher who usually closed was ill, so another teacher had to stay. It had been a 12-hour day and she was tired. She held the child in her lap in a rocking chair to wait. When the mother finally arrived, she looked at the teacher and said, "Oh, what I wouldn't give for a job like yours where I could sit all day and rock."

Source: Docia Zavitkovsky in speech given at Texas Association for Education of Young Children Annual Conference, Fall 1991. Austin, Texas.

PARTNERSHIPS WITH PARENTS
VIEWER'S GUIDE

Questions to Think About

1. Why are strong partnerships with parents a must for early childhood educators, now and for the child's future?

2. What are some of the components of a professional relationship with parents? Name both formal and informal techniques.

3. How can teachers make the most of a parent's desire to do what's best for the child? What can you do when differences arise?

4. What are some ways--shown in the video or others you know about--that you can use to build stronger relationships with the parents in your programs?

TOPIC: FAMILIES

OBJECTIVE: Students will respond in writing to the article "A Home Away From Home".

ACTIVITY: Response to Article

MATERIALS: "A Home Away From Home" - handout

PROCEDURE: Instruct students to:

1. Read the handout and respond to the article. What are your general feelings about the article? Put yourself in the role of the parent. How are you feeling?
2. Now think of yourself as the teacher. How can you make sure parent and child feel welcomed? Write down ideas.
3. Be prepared to share ideas with class members.

COMMENTS: Students may enjoy role-playing departure and pick up scenes.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:
Visual
Individual
Oral, Written

SOURCE:
CDA Faculty
San Antonio College

A HOME AWAY FROM HOME

We all know what it takes to make someone feel welcome in our homes: a warm smile, a friendly greeting, and an invitation to come in and "make yourself at home". That is exactly what makes me feel that my child and I are welcome at his learning center. When we arrive and there is a cheerful greeting from a staff member--first for my child and then for me--I feel very comfortable walking into his second home. All it takes is a "Hello, Joseph! I'm glad you're here. How are you, Margarita?" When this is said sincerely, with eye contact and a smile, it is a perfect start to our day.

On the other hand, if we arrive and no one seems to notice, or we get a lukewarm reception, I feel that neither one of us is particularly welcome and I feel concerned. If the on-duty caregivers are so busy talking to each other (or to a parent or another child) that when they see us enter they fail to say "Good morning", I admit to feeling both my son and I have been slighted. However, if the caregivers are so engrossed in their conversation that they do not even glance our way when we arrive, I begin to wonder about my child's safety. Will they notice if he tries to slip out a door? If he falls down and breaks an arm? Maybe I shouldn't leave him. But I have to go to work. What do I do--announce his arrival? Maybe they are ignoring us on purpose. They must not like my child! How can I leave him here? Nobody cares about him. Thoughts like these run through a parent's mind--and they could all be avoided by practicing what we constantly preach to our kid: Use your manners!

An acknowledgement of Joseph's presence does not necessarily need to come from his own caregiver, although it does need to be from some on-duty staff member. Also, if Joseph is feeling shy about joining in with the other children who are already there, it helps me to hear an adult facilitate his playing with them. "Would you like to help Mary and Tom build with the blocks?" This is the equivalent of the invitation we extend to guests in our homes to make them feel comfortable. When I hear this, I am not haunted all day by the vision of Joseph standing forlornly by himself in the corner of the room. I feel secure in leaving my child because I can tell he is in a caring environment.

Nine hours later, when I return to pick Joseph up, it is again very pleasant to be greeted (by name is great!) and welcomed back. It is wonderful to get feedback on just one positive aspect of my child's day. "Joseph had a great time playing with the blocks with Mary and Tom" lets me know he has been observed, and that he has enjoyed at least one activity. It also helps me feel a little as though I, too, am a part of his second home.

Obviously, the parent-teacher relationship can not be restricted to these superficial (yet extremely important) pleasantries.

Much more needs to be said and discussed during parent-teacher conferences. Unfortunately, though, most contacts between parents and their children's caregivers take place during "rush hour". Parents are either hurrying to get to work on time or to get home and begin preparing for the next day; teachers are greeting students and parents as they arrive or are saying good-bye as they leave. But in these brief early morning and late afternoon meetings, it is possible, and not even difficult, to make parents feel that they and their children are welcome. By extending the same common courtesy that you do to a welcome guest in your own home--a smile, a sincere greeting, and an invitation --both parents and their children will feel welcome when they enter the child's home away from home.

Source: Margarita McAuliffe
ESL Instructor
Defense Language Institute
San Antonio, TX

TOPIC: FAMILIES

OBJECTIVE: Students will demonstrate their knowledge of an effective parent conference.

ACTIVITY: Role-Playing Parent Conference

MATERIALS: Parent Conference - transparency

PROCEDURE: Instruct students to:

1. Role-play a parent conference.
2. Determine roles - parent, teacher and observer.
3. Parent and Teacher will decide on a situation concerning a preschool child about which they wish to confer. Observer will take notes observing examples of each of the six steps.
4. Observer will be sharing information with class.

SUGGESTED LENGTH OF TIME: 20-30 minutes

LEARNING STYLES:
Tactile
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

PARENT CONFERENCE

I. Ways to make parents relax

II. Examples of child's progress
  - child's work

III. Questions teacher asks parents

IV. Information shared by parents

V. Goals and objectives set by parents and teacher together

VI. Agreed upon plan

LESSON PLAN

FOCUS: FAMILIES

OPENER: Listing Topic Ideas for Parent Meeting
Discussion of Importance of Parent Meeting

LARGE GROUP: Explanation of Parent Meeting Assignment
Explanation of Planning Forms for Parent Meeting

SMALL GROUPS: Parent Meeting Assignment

LARGE GROUP: Wrap-up - Parent Meeting Assignment

FEEDBACK: Planning Form for Parent Meeting

TOPIC:	FAMILIES
OBJECTIVE:	Students will list ideas for a parent meeting.
ACTIVITY:	Planning Parent Meetings
MATERIALS:	Newsprint, markers, tape
PROCEDURE:	Preparation for activity: Label sheets of newsprint with following headings - Topics, Speakers and Community Resources. Instruct students to: List information on the following: popular topics for parent meetings, effective speakers for these topics and good community resources.
COMMENTS:	Students may want to share ideas with their directors.
SUGGESTED LENGTH OF TIME:	10 minutes
LEARNING STYLES:	Visual Individual Written
SOURCE:	CDA Faculty San Antonio College

TOPIC: FAMILIES

OBJECTIVE: Students will plan and conduct parent meetings.

ACTIVITY: Parent Meeting Assignment

MATERIALS:
Planning Form for Parent Meeting
Parent Meeting Assignment Cards
Peer Evaluation of Parent Meeting Form for each group
Resources on Topics

PROCEDURE:

Preparation for activity:

1. Discuss importance of parent meetings.
2. Explain assignment using Planning Form for Parent Meeting.
3. Divide into six groups (if all topics are used) and allow students to select topics.

Instruct students to:

1. Select the leader in each group.
2. Listen to instructions as leader reads card.
3. Remind students of resources available.
4. Start working.

COMMENTS: Other topics may be used. Teaching this information to the rest of the students as "parents" really reinforces the information. Students may want to plan another meeting time to work on the assignment together.

SUGGESTED LENGTH OF TIME:
1 - 1 1/2 hours to plan
30 minutes regrouping time
30 minutes for each presentation

LEARNING STYLES:
Tactile
Individual, Group
Written, Oral

SOURCE:
CDA Faculty
San Antonio College

PLANNING FORM FOR PARENT MEETING

Names ______________________________ Topic _________________________

INFORMATION TO BE COVERED:

RESOURCES WE CAN/WILL USE:

ACTIVITIES:

Refreshments:

Icebreaker:

Introduction of topic:

Hands-on involvement of "parents":

Wrap-up

HANDOUTS:

WHO IS RESPONSIBLE FOR WHAT:

Parent Meeting Assignment

Directions: The assignment for this group is to plan **hands-on** activities for a parent meeting on the topic of Developmentally Appropriate Practices: Play and Your Child's Development. You are to provide information about the value of play and stages in play. You must also relate play to areas of development.

You will have class time to discuss and plan your mini-workshop for parents. Use your notes and your textbooks as resources. You will have a short amount of time to regroup before presenting your materials and activities to the rest of the students who will act as parents. Presentation time should be a minimum of 30 minutes. You must **involve** other students. Bring in materials and activities. Handouts are encouraged.

Parent Meeting Assignment

Directions: The assignment for this group is to plan **hands-on** activities for a parent meeting on the topic of Developmentally Appropriate Practices: No More Dittos. You are to provide information about the value of hands-on, concrete activities for young children and the drawbacks to using paper and pencil activities.

You will have class time to discuss and plan your mini-workshop for parents. Use your notes and your textbooks as resources. You will have a short amount of time to regroup before presenting your materials and activities to the rest of the students who will act as parents. Presentation time should be a minimum of 30 minutes. You must **involve** other students. Bring in materials and activities. Handouts are encouraged.

Parent Meeting Assignment

Directions: The assignment for this group is to plan **hands-on** activities for a parent meeting on the topic of What Comes Next? Developmental Sequences. You are to provide information about sequences of development in all areas of development: cognitive, language, physical, and social-emotional.

You will have class time to discuss and plan your mini-workshop for parents. Use your notes and your textbooks as resources. You will have a short amount of time to regroup before presenting your materials and activities to the rest of the students who will act as parents. Presentation time should be a minimum of 30 minutes. You must **involve** other students. Bring in materials and activities. Handouts are encouraged.

Parent Meeting Assignment

Directions: The assignment for this group is to plan **hands-on** activities for a parent meeting on the topic of Milestones in Development in Your Child's Life. You are to provide information about milestones in each area of development: cognitive, language, physical, and social-emotional.

You will have class time to discuss and plan your mini-workshop for parents. Use your notes and your textbooks as resources. You will have a short amount of time to regroup before presenting your materials and activities to the rest of the students who will act as parents. Presentation time should be a minimum of 30 minutes. You must **involve** other students. Bring in materials and activities. Handouts are encouraged.

Parent Meeting Assignment

Directions: The assignment for this group is to plan **hands-on** activities for a parent meeting on the topic of Red Flags for Parents. You are to provide information about warning signs in each area of development: cognitive, language, physical, and social-emotional. In addition, you are to provide information about community resources for families.

You will have class time to discuss and plan your mini-workshop for parents. Use your notes and your textbooks as resources. You will have a short amount of time to regroup before presenting your materials and activities to the rest of the students who will act as parents. Presentation time should be a minimum of 30 minutes. You must **involve** other students. Bring in materials and activities. Handouts are encouraged.

Parent Meeting Assignment

Directions: The assignment for this group is to plan **hands-on** activities for a parent meeting on the topic of Culture: Yours, Mine, and Ours. You are to provide information about what culture is, how we learn our cultural rules, and how to teach children to appreciate and respect their own culture as well as people from different cultures.

You will have class time to discuss and plan your mini-workshop for parents. Use your notes and your textbooks as resources. You will have a short amount of time to regroup before presenting your materials and activities to the rest of the students who will act as parents. Presentation time should be a minimum of 30 minutes. You must **involve** other students. Bring in materials and activities. Handouts are encouraged.

PEER EVALUATION OF PARENT MEETING

Topic: Developmentally Appropriate Practices: Play and Your Child's Development

Members of Group: ______________________________

	(Circle One)
Ice-Breaker	
Appropriate	1
Tied to topic	1
Introduction	
Clear	1
Concise (short)	1
Information covered	
Value of play	1 2
Stages in play	1 2
Relationship of play to areas of development	
cognitive	1 2
language	1 2
physical	1 2
social-emotional	1 2
Method of presentation	
active involvement of "parents"	1 2 3
appropriate materials and activities	1 2 3
Wrap-up	1 2
Handouts	1

Total Points Earned: ____________________

From this presentation, I learned:

PEER EVALUATION OF PARENT MEETING

Topic: Developmentally Appropriate Practices: No More Dittos

Members of Group: ______________________________

	(Circle One)
Ice-Breaker	
Appropriate	1
Tied to topic	1
Introduction	
Clear	1
Concise (short)	1
Information covered	
Value of hands-on, concrete activities	1 2 3 4 5
Drawbacks to using paper and pencil activities	1 2 3 4
Method of presentation	
active involvement of "parents"	1 2 3 4 5
appropriate materials and activities	1 2 3 4
Wrap-up	1 2
Handouts	1

Total Points Earned: ____________________

From this presentation, I learned:

PEER EVALUATION OF PARENT MEETING

Topic: What Comes Next? Developmental Sequences

Members of Group: ______________________________ _________________

	(Circle One)
Ice-Breaker	
Appropriate	1
Tied to topic	1
Introduction	
Clear	1
Concise (short)	1
Information covered	
Sequences of Development	
cognitive	1 2 3
language	1 2 3
physical	1 2 3
social-emotional	1 2 3
Method of presentation	
active involvement of "parents"	1 2 3
appropriate materials and activities	1 2 3
Wrap-up	1 2
Handouts	1

Total Points Earned: ____________________

From this presentation, I learned:

PEER EVALUATION OF PARENT MEETING

Topic: Milestones in Development in Your Child's Life

Members of Group: ______________________________________

	(Circle One)
Ice-Breaker	
Appropriate	1
Tied to topic	1
Introduction	
Clear	1
Concise (short)	1
Information covered	
Milestones of Development	
cognitive	1 2 3
language	1 2 3
physical	1 2 3
social-emotional	1 2 3
Method of presentation	
active involvement of "parents"	1 2 3
appropriate materials and activities	1 2 3
Wrap-up	1 2
Handouts	1

Total Points Earned: ____________________

From this presentation, I learned:

PEER EVALUATION OF PARENT MEETING

Topic: Red Flags for Parents

Members of Group: ______________________________

	(Circle One)
Ice-Breaker	
Appropriate	1
Tied to topic	1
Introduction	
Clear	1
Concise (short)	1
Information covered	
Warning signs	
cognitive	1 2 3
language	1 2 3
physical	1 2 3
social-emotional	1 2 3
Community resources	
Method of presentation	
active involvement of "parents"	1 2 3
appropriate materials and activities	1 2 3
Wrap-up	1 2
Handouts	1

Total Points Earned: ____________________

From this presentation, I learned:

PEER EVALUATION OF PARENT MEETING

Topic: Culture: Yours, Mine, and Ours

Members of Group: ______________________________

	(Circle One)
Ice-Breaker	
Appropriate	1
Tied to topic	1
Introduction	
Clear	1
Concise (short)	1
Information covered	
What culture is	1 2 3 4
How we learn our cultural rules	1 2 3 4
How to teach children to appreciate and respect their own culture as well as people from different cultures	1 2 3 4
Method of presentation	
active involvement of "parents"	1 2 3
appropriate materials and activities	1 2 3
Wrap-up	1
Handouts	1

Total Points Earned: ____________________

From this presentation, I learned:

SELF-EVALUATION

Name: ______________________________ Topic: ________________________

For this activity, I contributed the following:

I believe I deserve _____ (1 - 25) points because:

From this activity, I learned:

ADDITIONAL FAMILIES ACTIVITIES

TOPIC: FAMILIES

OBJECTIVE: Students will describe in writing a dilemma they experienced with a child's parents. Students will role-play conflict situation experienced with children's parents.

ACTIVITY: Role-Playing Conflict Situations

MATERIALS:
Factors Affecting Relationship Between Employed Parents and Teaching Staff - transparency
Role Playing Form - Observer
Four Outcomes to Conflict - handout
Sample Conflict Situations Cards (optional)

PROCEDURE:

Preparation for activity:
1. Discuss with students the information on handouts and transparency.
2. Separate students into groups of three.

Instruct each student to:
1. Think about a conflict situation experienced with a child's parents.
2. Describe problem on paper in terms of parent's point of view and my point of view.
3. In small groups decide which situation should be role-played.
4. Decide on roles - parent, teacher, observer.
5. Role-play using problem solving techniques. Observer will determine progress.
6. Observer will report to group.

COMMENTS: It may be very beneficial for the person experiencing the conflict with the parent to assume the parental role. Problem-solving techniques may need to be reviewed before role playing begins. Sample conflict situation on following page could also be used.

SUGGESTED LENGTH OF TIME: 30-45 minutes

LEARNING STYLES:
Tactile
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

SAMPLE CONFLICT SITUATIONS

Mrs. Miller frequently keeps LaToya home from preschool, because LaToya cries and says she wants to stay home and watch TV. LaToya has a hard time adapting to the routines and rules at school. Mrs. Miller says it's your fault that LaToya wants to stay home--that you should do a better job of helping her adapt.

Mr. Keating repeatedly signs up as a volunteer for Billy's class, but he never follows through on what he says he will do. Before refusing to let him sign up again, you want to try to work things out with him, because you know it would be valuable for Billy.

Rose's father brings her in every Monday, after having had her for the week-end. Rose is still in her pajamas and hasn't had anything to eat. Her dad wants you to dress her and feed her, even though he brings her in long after snack is over.

Bertha's mother does not believe that she should keep Bertha home just because she has a fever. She gives her Tylenol to bring the fever down in the morning. She is upset, however, when she finds out that you will not keep Bertha in during outside time.

Sarita's parents send her to school in very expensive, frilly dresses and fancy dress shoes. Sarita has been told she must stay clean. Today, though, she simply could not stay away from the fingerpaint. Sarita's father is furious when he comes to pick her up and begins to scold her and says she will be punished when she gets home.

Jesse's older brother uses hitting to defend Jesse on the playground. Ms. Brown (teacher) starts to talk to Mr. Jackson about how to handle this. He states that he has told the older brother to hit children who bother Jesse. He says he'll take both boys out of the center if the teacher won't back him up on this.

Ms. Phillips has attended a parenting seminar, and she realizes she has been somewhat harsh and humiliating in the past with her two preschoolers. She feels very guilty, and doesn't seem to know how to use the new techniques she has learned about. She comes to talk with you about it.

Maria's mother is an aide in another classroom. She likes to see what Maria is doing during the day, but Maria usually gets very upset and doesn't want her mother to leave. The mother has come to you to talk about the situation.

FACTORS AFFECTING RELATIONSHIP BETWEEN EMPLOYED PARENTS AND TEACHING STAFF

Competition

Guilt

Time

Cultural and Individual Differences

Trans.

ROLE-PLAYING FORM - OBSERVER

You are about to observe a discussion between a parent and teacher. As you observe, keep these questions in mind.

1. What was the main concern of the teacher?

2. How was this communicated to the parent?

3. What were some non-verbal methods of communication?

4. Did the parent listen?

5. What was the main concern of the parent?

6. How was this communicated to the teacher?

7. Did the teacher listen?

8. Did the teacher accept and acknowledge the parent's feelings?

9. Did parent and teacher resolve issue? How?

10. Were all concerns addressed?

TOPIC: FAMILIES

OBJECTIVE: Students will list three ways they support the relationship between parents and child in their center.

ACTIVITY: Adding to the List

MATERIALS:
Large sheets of paper posted on the wall
Titles on individual papers could be "Parents Visit to Classroom", "Informal Gathering" and "Communication With Parents"
Markers

PROCEDURE: Preparation for activity:
Post sheets on wall. Invite students as they arrive for class to add their ideas for each topic and discuss.

SUGGESTED LENGTH OF TIME: 15 minutes

LEARNING STYLES:
Visual
Individual, Group
Written

SOURCE:
CDA Faculty
San Antonio College

TOPIC: FAMILIES

OBJECTIVE: To enhance awareness of the cultures represented in the Ashtabula County HeadStart Program.

ACTIVITY: A Multi-Cultural Fair (A Celebration of Families)

MATERIALS: Foods, clothing, music, creative activities, stories and daily living items from each culture represented. A videocamera to record events.

PROCEDURE: Classroom teachers met with parents to choose a culture representing their group and to determine activities from that culture that would be developmentally appropriate for preschool-aged children. A site was chosen with an indoor space in case of rain.

COMMENTS: This was such a HUGE success that we are planning to make this an annual activity. When the public schools in our area heard about the fair, kindergarten through 4th grade classes visited the fair and participated in activities.

SUGGESTED LENGTH OF TIME: Depending on the number of HeadStart parents and children visiting the fair, the length of time could be from one to four days.

LEARNING STYLES:
Tactile
Group

SOURCE:
Ashtabula County HeadStart, ACCAA
Ashtabula, OH

RESOURCES - AUDIOVISUAL

"Developmentally Appropriate Practices: Partnerships with Parents" Washington, D.C.: Council for Early Childhood Recognition, 1991.

RESOURCES - BOOKS

Beaty, Janice J. Skills for Preschool Teachers. New York, New York: Macmillan Publishing Company, 1992.

Feeney, Stephanie. Christensen, Doris. Moravcik, Eva. Who Am I In The Lives Of Children? New York, New York: Macmillan Publishing Company, 1991.

Phillips, Carol Brunson (Ed). Essentials for Child Development Associates Working with Young Children. Washington, D.C.: Council for Early Childhood Professional Recognition, 1991.

RESOURCES - PERIODICALS

Albrecht, Kay. "Helping Teachers Grow: Talking with Parents". Exchange. pp. 45 - 47, November/December 1991.

Gonzalez-Mena, Janet. "Taking a Culturally Sensitive Approach in Infant-Toddler Programs". Young Children. pp. 4 - 9, January 1992.

King, Margaret. "Working with Working Families". Texas Child Care Quarterly. pp. 2 - 8, Fall 1989.

PROGRAM MANAGEMENT

Candidate is a manager who uses all available resources to ensure an effective operation. The candidate is a competent organizer, planner, record keeper, communicator, and a cooperative coworker.

Source: The Council for Early Childhood Professional Recognition, (Washington, DC).

Trans.

LESSON PLAN

FOCUS: PROGRAM MANAGEMENT

OPENER: Program Management - transparency
Sorting Program Management Tasks

LARGE GROUP: Discussion of different tasks. Introduction of observation role.

INDIVIDUAL: Observation task

LARGE GROUP: Objective Versus Subjective Observation. Group discussion on present experiences observing children. Mini-lecture with transparency - Observing Children.

INDIVIDUAL: Practice recording running observation using teacher produced video.

LARGE GROUP:
SMALL GROUPS: Sharing of observations. Interpretation of observation.

FEEDBACK: Observation recording on one child.

TOPIC:	PROGRAM MANAGEMENT
OBJECTIVE:	Students will sort program management tasks into director and teacher responsibilities.
ACTIVITY:	Sorting Program Management Tasks
MATERIALS:	Program Management - transparency One set of sorting cards for each group. Prepare sorting cards by gluing one task description on each card
PROCEDURE:	Preparation for activity: Introduce the topic of program management by discussing director's and teacher's roles as program managers. Instruct students to: 1. Sort tasks as they see the responsibilities. 2. Group discussion can then follow.
COMMENTS:	This activity will assist students in seeing themselves as managers of programs in their classrooms. Since management tasks and responsibilities differ in a variety of programs, this activity will lead to an interesting discussion of center procedures.
SUGGESTED LENGTH OF TIME:	20 minutes
LEARNING STYLES:	Visual, Tactile Group Oral
SOURCE:	CDA Faculty San Antonio College

PROGRAM MANAGEMENT

DIRECTORS - PROGRAM MANAGERS

- direct and manage centers

TEACHERS - PROGRAM MANAGERS

- plan, conduct and evaluate programs based on the needs of the children

Trans.

DIRECTOR'S TASKS

Operating school within a budget.

Purchasing equipment and supplies.

Arranging for repairs and maintenance.

Keeping inventory list of center.

Arranging for substitute help.

Conducting staff meetings.

Scheduling outdoor time.

Maintaining a referral system for children with special needs.

Planning and implementing procedures for keeping accurate classroom records.

TEACHER'S TASKS

Observe and record information about each child's growth and development.

Keeping classroom records.

Sharing information about children's individual growth and development with parents.

Develop activity plans for the group keeping in mind needs of individual children.

Plan daily schedule.

Provide substitute teachers with adequate information on routines, planned activities and needs of individual children.

Make materials for classroom.

Setting up the environment.

Planning and preparing for a field trip.

Keeping inventory list for the classroom.

Evaluating experiences planned for children.

Keeping daily attendance records.

Staying informed about policies and procedures in the center.

TOPIC: PROGRAM MANAGEMENT

OBJECTIVE: Observation Task

MATERIALS: None

PROCEDURE(S): Instruct students to:

1. Look around the classroom and write for five minutes, describing items and people in the classroom.
2. Prepare to read their observations. While observations are being read, write some of the descriptive phrases used in observations on the chalkboard making two lists: one, examples of objective precise phrases and the other, subjective and/or very general descriptive phrases.

Discuss differences between the two lists. Then label lists or encourage students to do so.

COMMENTS: This activity will serve as an effective introduction to observing and writing objective precise descriptive observations in an informal environment. A presentation or discussion of the use of observations and the importance of being objective and precise can follow.

SUGGESTED LENGTH OF TIME: 20 minutes

LEARNING STYLES:
Visual, Auditory, Tactile
Individual, Group
Oral, Written

SOURCE:
CDA Faculty
San Antonio College

OBSERVING CHILDREN

- ◄ Reasons for making observations of children.
- ◄ Importance of being objective and specific.
- ◄ Different types of observation forms.
- ◄ Interpretation of information received from observing.
- ◄ Use of information for curriculum planning.

Trans.

OBSERVING CHILDREN

- Reasons for making observations of children.

  You can observe to determine interests of children, present skills, children's rates of development and effects of environment upon children.

- Importance of being objective and specific.

  Must be very exact, detailed and without judgement or opinion. Be aware of biases and prejudices.

- Different types of observation forms.

  Show examples: anecdotal record, time sample, checklist, etc.

- Interpretation of information received from observing.

  Caution about drawing conclusions. Look for indicators or clues that suggest stages of development. From clues, inferences may be drawn.

- Use of information for curriculum planning.

  Will observe many skills in place. Can then plan to reinforce those skills and encourage development of other skills. Can observe interests of child. Can observe special concerns or difficulty child may have or experience.

TOPIC: PROGRAM MANAGEMENT

OBJECTIVE: Students will write and interpret a running objective observation using audiovisual media.

ACTIVITY: Practice Writing and Interpreting Running Observation

MATERIALS: Audiovisual media such as teacher produced videotape of children in classroom or a segment of commercial film of children's interaction in classroom

PROCEDURE: Show media and instruct students to:

1. Write down exactly what they see and hear trying to be as objective and precise as possible.
2. Divide into small groups and discuss their observations, working together to create an objective and precise group observation. Request students in small groups to ask themselves, "What does this tell me about this child?" Write down behavior patterns.
3. Share observations with class members.

A discussion on interpreting observation can follow. Class members can interpret one observation as a large group and then interpret their rewritten observation in small groups.

COMMENTS: A videotape of children interacting in one or two areas of the classroom would work well. A film with the volume turned down low so narration cannot be heard could be used. Students will need two observation forms in the Resource Collection of the Professional Resource File in the Professional Category. One copy should be blank and the other one completed with observation of child (anonymous).

SUGGESTED LENGTH OF TIME: 45-60 minutes

LEARNING STYLES:
Visual, Auditory, Tactile
Individual, Group
Oral, Written

SOURCE:
CDA Faculty
San Antonio College

SAMPLE OBSERVATION FORM

Child's Name ______________________ Birth Date ____________

Observer ______________________

DATE/ TIME/ PLACE	OBJECTIVE RECORDING (Record what you observe - What the child did - no opinion)	COMMENTS

Summary: Child's interest; developmental tasks child appears to have in place.

____

____

____

LESSON PLAN

FOCUS:	**PROGRAM MANAGEMENT**
OPENER:	Sharing Observing Experience
PARTNER:	Partner review of observation recording.
SMALL GROUPS:	Needs of child - goals and objectives.
LARGE GROUP:	Factors to Consider in Making Weekly Plans - transparency Sharing of lesson plans form and partially completed lesson plans.
SMALL GROUPS:	Writing lesson plans
FEEDBACK:	Lesson plans review.

TOPIC: PROGRAM MANAGEMENT

OBJECTIVE: Students will review one another's observation form, underlining precise, objective phrases in one color and subjective phrases in another. Students will determine in writing the needs of child observed.

ACTIVITY: Partner Review of Observation Recording

MATERIALS:
Colored pens
Completed observation forms

PROCEDURE: Instruct students to:

1. Select partners and read partner's completed observation form very carefully, underlining with a colored pen all the precise objective phrases.
2. Share with partner.
3. With another colored pen underline all subjective phrases.
4. Share information.
5. Join another set of partners, forming a group of four, and examine reviewed observation forms, determining some needs and interests of this child.
6. Student who is the teacher of the child can furnish additional objective information on the child.

COMMENTS: Students may be more eager to spot objective, precise phrases and less willing to pinpoint phrases that could be improved. The fact that they were not grading the paper, but assisting another student in improving an observation needs to be emphasized.

SUGGESTED LENGTH OF TIME: 30-45 minutes

LEARNING STYLES:
Visual, Tactile
Group
Written

SOURCE:
CDA Faculty
San Antonio College

TOPIC: PROGRAM MANAGEMENT

OBJECTIVE: Students will complete lesson plans based on observed needs and interests of individual children.

ACTIVITY: Writing Lesson Plans

MATERIALS:
Factors to Consider in Making Lesson Plans - transparency
Sample lesson plan forms
Partially completed lesson plans
Curriculum books
Individual student's lists of needs of individual children
Lesson Plan Review

PROCEDURES:
Preparation for activity:
Give mini-lecture on making lesson plans using transparency - Factors to Consider in Making Lesson Plans.

Instruct students to:
1. Divide into groups of four.
2. Examine all the different types of lesson plans used by different programs.
3. Complete lessons plans, focusing on planning developmentally and culturally appropriate activities to meet the observed needs and interests of individual children.
4. Implement plan and then give feedback by completing lesson plan review form.

COMMENTS: The idea of targeting individual needs and interests of children may be a new idea for many students. Students were cautioned about putting children's names on displayed lesson plans. In some cases names were put on another planning sheet or in lesson plan book.

SUGGESTED LENGTH OF TIME: 1 1/2 - 2 hours

LEARNING STYLES:
Visual, Auditory, Tactile
Group
Written

SOURCE:
CDA Faculty
San Antonio College

FACTORS TO CONSIDER IN MAKING WEEKLY PLANS

Children's needs

Theme or focus

Special activities

Teacher's responsibility

Trans.

FACTORS TO CONSIDER IN MAKING WEEKLY PLANS

Children's needs

Special needs or interests of children could include skills to be developed or special situations such as a move to another school, city or new baby in the family.

Theme or focus

The theme or focus affects the planning of materials and activities. Care must be taken to identify developmentally and culturally appropriate activities and materials for each day.

Special activities

Special activities could include a field trip, a resource visitor, a cooking activity, or other activity planned for a small group of children or the entire class of children.

Teacher's responsibility

Specific tasks that must be completed for this lesson plan. If more than one adult is involved in the classroom, it is very important that each adult have specific tasks to ensure that all tasks are completed.

LESSON PLAN REVIEW

1. What were some special needs of your children?

2. Describe special activities planned to meet those needs.

3. What was the theme or focus of the week?

4. Do you feel that activities and materials used this week were developmentally and culturally appropriate? Why or why not?

5. Give some examples of some of the activities and materials used.

ADDITIONAL PROGRAM MANAGEMENT ACTIVITIES

TOPIC: PROGRAM MANAGEMENT

OBJECTIVE: Students will discuss staff situations described on cards and determine in writing appropriate means of action.

ACTIVITY: Responding to Scenarios

MATERIALS:
Printed scenarios - one for each group
Role cards for each group - see Social-8

PROCEDURES:

Preparation for activity:
1. Divide students into groups of four.
2. Pass out different scenarios to each group.
3. Pass out and explain role cards.

Instruct students to:
1. Choose roles.
2. Carry out tasks as described on role card.
3. Discuss situation presented on the card, keeping in mind that in deciding a solution, the needs of all persons in the situation should be considered.
4. Read scenario to rest of the class and summarize recommendations.

COMMENTS: Instructor can reinforce the idea that everyone's needs must be considered. This activity may lead to the discussion of other issues affecting different programs and appropriate methods of handling situations.

SUGGESTED LENGTH OF TIME: 45 minutes

LEARNING STYLES:
Auditory
Group
Oral

SOURCE:
CDA Faculty
San Antonio College

SCENARIO I

You are working as a teacher in an early childhood program which has one separate room for each of the different centers. Different groups of children use each center. One teacher repeatedly fails to have her children clean up the art center after they are finished with the materials. You ignored the problem at first, but it has gotten worst. The area is very messy when your children use it and you feel that this is unfair to the children in your class. You consider telling the director but you feel this is a situation that should be worked out between you and the other teacher. Keep in mind that you want to maintain a good working relationship with this teacher. How would you work out this situation?

SCENARIO II

You are a day home provider with six children in your care. You are concerned about Mrs. Jones picking up her infant very late two days in succession. This has caused problems for you. It made you late for your CDA class one night. The other night you had to change some of your plans with your family because you stayed with the child. You feel that you want to work out some type of arrangement with the parent to avoid the possibility of this being a continuous problem. At the same time you feel that the parent is struggling with situations at work and at home and you want to be understanding and helpful. What can you do?

SCENARIO III

You are the lead teacher in a large military early childhood program. You are responsible not only for your curriculum but for the curriculum in two other classrooms. You have noticed that although the two other teachers you are supervising are planning the lesson plans with you, they are not carrying out all the activities that were planned. You are concerned because you feel more activities should be available for the children. You are interested in finding out why the lesson plans are not being carried out and if any assistance is needed from you in helping the teachers carry out plans? How would you deal with this problem?

SCENARIO IV

You are working for an early childhood program which is a Designated Vendor for Child Care Management Services for children placed through the Texas Department of Protective and Regulatory Services. Your program easily meets the child-staff ratio by having one teacher and one assistant teacher in each classroom. However, you have noticed that if you or your assistant teacher is ill, the other person is expected to teach the class with no additional assistance. Sometimes this puts you over the child staff ratio. Even when you are meeting the child-staff ratio, you feel that these children need more attention than one person can provide. You have talked to the director. The director responded by talking about the difficulty of getting substitutes. You find yourself coming to work ill when you really feel you should stay home, just to make sure the children get the attention they deserve. You are feeling resentful because you feel this is a real problem that should be addressed.

SCENARIO V

You are the teacher in a classroom for three year old children in a church related program with a very low budget. You are also attending a CDA class working to earn your CDA credential. After attending several classes and visiting another classroom, you realize that your learning centers are not well defined and are lacking in equipment, developmentally and culturally appropriate materials and activities. You want to have a better learning environment for the children, but making all the necessary changes seems like an enormous task. You are very, very discouraged. Your advisor and you have talked to the director and she offered to provide two smaller tables to replace the large table in the center of the room so the boundaries of the centers can be better defined but cannot provide any other extra materials. What can you do?

SCENARIO VI

You are a new teacher in a toddler room. You have noticed that the other teacher in the room tends to hold one of the toddlers almost all the time. You feel that the toddlers should be encouraged to develop their large motor skills and so should be free to move around the room and use materials that would be supportive in the development of these skills. You want to find out why she is holding one toddler in particular so much. You want to learn from her as well as explain your view on the importance of the large motor skills. Remember, you are the new teacher in the situation. How can you talk about this issue with this other teacher?

TOPIC: PROGRAM MANAGEMENT

OBJECTIVE: Students will prepare a substitute folder which will be used to orient new or substitute teachers to routines and special needs and abilities of each child.

ACTIVITY: Preparation of Substitute Folder

MATERIALS: Substitute Folder - handout

PROCEDURE: Discuss importance of orienting new or substitute teachers in student's classroom. Solicit ideas of methods currently used. Then introduce handout and encourage creation of substitute folder. Students can bring completed folders to next class meeting or they can be checked on site.

COMMENTS: Many programs do not have effective procedures in place for orienting substitutes. The substitute folder can greatly assist in this process.

SUGGESTED LENGTH OF TIME: 20 minutes

LEARNING STYLES:
Visual, Tactile
Individual, Group
Oral

SOURCE:
CDA Faculty
San Antonio College

SUBSTITUTE FOLDER

Substitute folders can be valuable tools in orienting the new or substitute teacher because the children need to know that they are cared for when their teacher is away. The children will also feel more comfortable and confident if they can continue to follow their same routines.

Some suggestions for a substitute folder include:

a. list of children's names with pertinent information about each
b. class photograph with names of children to identify children unknown to substitute
c. class schedule
d. activity cards
e. favorite finger plays and transitional activities
f. additional information

SAMPLE CHILDREN'S LIST

Sample

Child's Name	**Symbol**	**Carpool**	**Special Needs**
1. Child's name	butterfly	pick-up by grandmother	works slowly, eats slowly
2.			
3.			

CHILD INFORMATION

Class	**Last Name**	**First Name**	**Address Street**	**Zip**	**Telephone**	**Birth Date**	**Parent's First Names**

RESOURCES - BOOKS

Beaty, Janice J. Skills for Preschool Teachers. New York, New York: Macmillan Publishing Company, 1992.

Derman-Sparks, Louise. and the A.B.C. Task Force. Anti-Bias Curriculum Tools for Empowering Young Children. Washington, D.C.: National Association for the Education of Young Children, 1991.

Feeney, Stephanie. Christensen, Doris. Moravcik, Eva. Who Am I In The Lives Of Children? New York, New York: Macmillan Publishing Company, 1991.

Hamilton, Darlene. Flemming, Bonnie. Resources for Creative Teaching in Early Childhood Education. Orlando, Florida: Harcourt Brace Jovanovich, 1990.

Mayesky, Mary. Newman, Donald. Wlodkowski, Raymond. Creative Resources for Young Children. Albany, New York: Delmar Publishers, 1990.

Phillips, Carol Brunson (Ed). Essentials for Child Development Associates Working with Young Children. Washington, D.C.: Council for Early Childhood Professional Recognition, 1991.

RESOURCES - PERIODICALS

Crosser, Sandra. "Managing the Early Childhood Classroom". Young Children. pp. 23 - 29, January 1992.

Denniss-Willingham, Carolyn. "Do We Practice What We Teach?". Texas Child Care. pp. 3 - 6, Winter 1991.

Hildebrand, Verna. "Organizing: A Key Aspect of Classroom Management" Dimensions. pp. 6 - 8, July 1987.

Wilkerson, Kristin. "Here We Are Together: Ideas for Circle Time". Texas Child Care Quarterly. pp. 30 - 36, Summer 1989.

PROFESSIONALISM

Candidate makes decisions based on knowledge of early childhood theories and practices, promotes quality in child care services, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

Source: The Council for Early Childhood Professional Recognition, (Washington, DC).

Trans.

LESSON PLAN

OPENER: Define Professional

GROUP DISCUSSION/LECTURE: Definition of Professional - transparency
Professionals Provide... - transparency
Maintaining a Commitment to Professionalism - transparency

SMALL GROUPS: Brainstorm - How Do Teachers Become Professionals? (Question on transparency)

LARGE GROUP: Group Sharing
How Do Teachers Become Professionals - transparency
Stages for teachers - transparencies

FEEDBACK: My Plans for Professional Growth - form

PROFESSIONALS PROVIDE

- ◂ a needed service
- ◂ specialized knowledge
- ◂ a commitment to quality
- ◂ dependability
- ◂ effectiveness

Trans.

EARLY CHILDHOOD TEACHERS AS PROFESSIONALS PROVIDE

- **a needed service** - provide high quality child development program.

- **specialized knowledge** - have an understanding of how children develop skills and ways to appropriately meet their needs.

- **a commitment to quality** - provide a developmentally appropriate program in a safe and healthy environment.

- **dependability** - provide this service on a consistent basis.

- **effectiveness** - provide a program in which children will develop physical, cognitive, communication and creative skills. At the same time children will become self-directing and self-disciplined and develop a positive self-concept.

MAINTAINING A COMMITMENT TO PROFESSIONALISM

Why?

Effect on:

You personally--
Builds your self-esteem

Children you serve--
Helps children grow and develop to their fullest potential

Field of Early Childhood Education--
Helps the field of early childhood education to be viewed as more of a profession

Trans.

How do teachers become professionals?

HOW DO TEACHERS BECOME PROFESSIONALS?

Teachers should be:

- continually assessing one's own performance.
- continually learning about caring for children.
- making short and long-range professional development plans.
- applying professional ethics at all times.

Trans.

TOPIC: PROFESSIONALISM

OBJECTIVE: Students will describe in writing their short-range and long-range plans for professional development.

ACTIVITY: Making Short and Long-Range Plans for Professional Development

MATERIALS:
Professional Development of Teachers - transparencies
My Plans for Professional Development - worksheet
Brochure(s) and membership information from two or three national early childhood education associations

PROCEDURES:
Preparation for activity:
Using the transparencies, discuss the different stages of the professional development of teachers.

Instruct students to:
1. Think about their individual professional development level.
2. Determine appropriate methods for further professional development.

Share with the students information on professional organizations at both national and affiliate levels. Students will complete form on individual plans for professional development.

COMMENTS: Brochure(s) and membership information from two to three national early childhood education associations are one of seventeen specific items to be included in the Resource Collection in the Professional Resource File.

SUGGESTED LENGTH OF TIME: 45 minutes

LEARNING STYLES:
Visual, Auditory
Individual, Group
Written

SOURCE:
CDA Faculty
San Antonio College

PROFESSIONAL DEVELOPMENT OF TEACHERS

Transparency

Stage I - Survival

Characteristics:

Appropriate Methods for Professional Development

- Ask for help
- Network
- Observe
- Read
- Attend workshops
- Attend professional meetings

PROFESSIONAL DEVELOPMENT OF TEACHERS

Transparency

Stage I - Survival (Several Months)

Characteristics:

Main concern: whether or not he/she can survive - feeling of overwhelming responsibility - often idea of what it would be like is very different than what it is.

Appropriate Methods for Professional Development

Ask for help in needed areas such as room arrangement, schedule, lesson plans and group control.

Network with teachers teaching same age children.

Observe in another classroom of same age children to see learning centers, transitional activities, etc.

Read very practical books in areas of concern.
Source: Beginner's Bibliography

Attend workshops on areas of concern.

Attend professional meetings to begin to identify with others in the same field. Learn from others.

Stage II - Consolidation

Characteristics:

Appropriate Methods for Professional Development

- Network
- Observe
- Read
- Attend workshops
- Attend professional meetings

Stage II - Consolidation (Year 1 and 2)

Characteristics:

Present state of mind: He/she will "make it"
- has more realistic expectations of children and is learning more about their development

Focus: Individual children and ways to help them in different areas of their development
- interested in refining methods of classroom management

Appropriate Methods for Professional Development

Network with other teachers concerned with individual children. Share ideas.

Observe other teachers working with children with similar behaviors.

Read about specific problems - consult with specialists.

Attend workshops , particularly those given by specialists dealing with particular concerns of teachers.

Attend professional meetings to exchange information and ideas.

Stage III - Renewal

Characteristics:

Appropriate Methods for Professional Development

- Network
- Visit classrooms
- Participate
- Present
- Read

Stage III - Renewal (Third or Fourth Year)

Characteristics:

Mid-Career Teacher

Main Feeling:	Some boredom with the job, drop in interest and enthusiasm - need for change and more challenges - need to have new opportunities for professional development

Appropriate Methods for Professional Development

Network to share ideas.

Visit classrooms to evaluate one's self in relation to others.

Participate in organizational meetings, committees, regional and national conferences.

Present at local conferences and meetings.

Read for new ideas, techniques, materials - professional journals.

Stage IV - Maturity

Characteristics:

Appropriate Methods for Professional Development

- Participate
- Present
- Write
- Advocate

Source: Katz, Lilian. "Teacher's Developmental Stages" Talks with Teacher, 1987.

Stage IV - Maturity (4 to 5 years)

Characteristics:

The teacher has come to terms with himself or herself as a teacher. He/she is now a committed professional. This teacher is still learning about new ideas and developing skills but is also involved in helping others develop skills as a model, trainer, or supervisor and can look beyond the classroom.

Appropriate Methods for Professional Development

Participate in seminars to exchange ideas and theories.

Present at regional and national conferences.

Write articles for newsletters and professional periodicals, i.e. AEYC newsletter or Texas Child Care.

Advocate on behalf of the profession, i.e. write to public officials or testify at hearings.

Source: Katz, Lilian. "Teacher's Developmental Stages" Talks with Teacher, 1987.

MY PLANS FOR PROFESSIONAL DEVELOPMENT

Short-Range Plans

Areas in which I would like to acquire more information:

Areas in which I would like to improve my skills:

Ways I could acquire more information and improve skills:

Obstacles that may keep me from completing these plans:

Ways of overcoming obstacles:

Long-Range Plans

Three year plan:

Obstacles that may keep me from these plans:

Ways of overcoming obstacles:

LESSON PLAN

TOPIC: PROFESSIONALISM

OPENER: Individual Sharing

LARGE GROUP:
INDIVIDUAL: "Celebrating Early Childhood Teachers" - videotape. Students write individual response and then share reactions to videotape.

LARGE GROUP: Discussion of response and importance of advocacy
Brainstorming
Commitment Statement

FEEDBACK: Course of action described in Commitment Statement.

TOPIC: PROFESSIONALISM

OBJECTIVE: Students will share in writing and verbally a source of pride in themselves. Students will share in writing and verbally a source of pride in their profession. Students will share in writing and verbally one source of frustration in their profession.

ACTIVITY: Individual Sharing

MATERIALS: Paper for group list

PROCEDURE: Instruct students to:

1. Think about something about themselves in which they are very proud.
2. Share with group.
3. Respond in writing to the question, "What makes you proud to be an early childhood professional?"
4. Share individually with group.
5. Respond to the question, "What is most frustrating to you as an early childhood professional."
6. Share with group.

COMMENTS: This opening activity will lead into viewing the videotape, "Celebrating Early Childhood Teachers". If videotape is not available, students could brainstorm some appropriate courses of action to address listed concerns.

SUGGESTED LENGTH OF TIME: 30 minutes (without videotape)

LEARNING STYLES:
Auditory
Individual, Group
Oral, Written

SOURCE:
CDA Faculty
San Antonio College

TOPIC: PROFESSIONALISM

OBJECTIVE(S): Students will brainstorm at least ten ways to become advocates for children, their families and the profession of early childhood education.

Students will sign an advocacy commitment statement and detail in writing their first course of advocacy action.

ACTIVITY: Making a Commitment to Becoming Advocates

MATERIALS:
Commitment Statement
Sample List of Courses of Action

PROCEDURES: Following a discussion on the importance of becoming involved as an advocate for children, their families and the early childhood profession, instruct students to:

1. Brainstorm in small groups two actions they can take as early childhood educators.
2. Contribute to a master list.
3. Think of one course of action with which they could feel comfortable and fill-out advocacy statement.

COMMENTS: After students complete commitment statements, they could stand and read commitment statement together.

SUGGESTED LENGTH OF TIME: 30 minutes

LEARNING STYLES:
Visual, Auditory
Individual, Group
Oral, Written

SOURCE:
CDA Faculty
San Antonio College

SAMPLE LIST OF COURSES OF ACTION

This is a list brainstormed by one CDA class at San Antonio College.

◄ Share handouts on the sequence of certain skills such as physical skills and developmentally appropriate activities with other teachers.

◄ Practice ways to give information to parents on reasons for developmentally appropriate practices such as providing creative unstructured art materials rather than dittos.

◄ Write an article for the parent newsletter on developmentally appropriate activities for parents and children.

◄ Become informed about center accreditation by the National Academy of Early Childhood Programs. Talk to other teachers and the director about the possibility of center accreditation.

◄ Join a professional early childhood organization and serve on one of the committees.

◄ Share information on professional organizations with others. Invite another teacher to attend meetings with you.

◄ Become informed about current issues concerning children, families and the profession.

◄ Become involved in the Worthy Wages Committee of a local professional organization.

◄ Attend and participate in town meetings and/or hearings on proposed state licensing changes.

◄ Read local newspapers looking for news items concerning children, families or early childhood educators. Write to the editor or to a columnist responding as an educator on a specific item.

◄ Write to state or federal legislators about your professional concerns on pending issues.

COMMITMENT STATEMENT

I, ______________________________, wish to become involved in advocacy efforts for children and families. Therefore, I will take the opportunity to speak out on issues that may be affecting the children and families in my program or on issues that affect children and families in general. My first course of action will be ______________

____

____

____

____

Advocate ____________________ Date ________

Witness _____________________ Date ________

ADDITIONAL PROFESSIONALISM ACTIVITIES

TOPIC: PROFESSIONALISM

OBJECTIVE: Students will list methods of taking care of themselves intellectually, physically, emotionally and socially.

ACTIVITY: Planning Ways to Take Care of One's Self

MATERIALS:
Taking Care of Yourself - transparency and worksheet
Large pieces of paper, markers, masking tape

PROCEDURE: Preparation for activity:
Discuss with students the importance of taking care of themselves and the interrelation of each of the dimensions on the transparency.

Instruct students to:

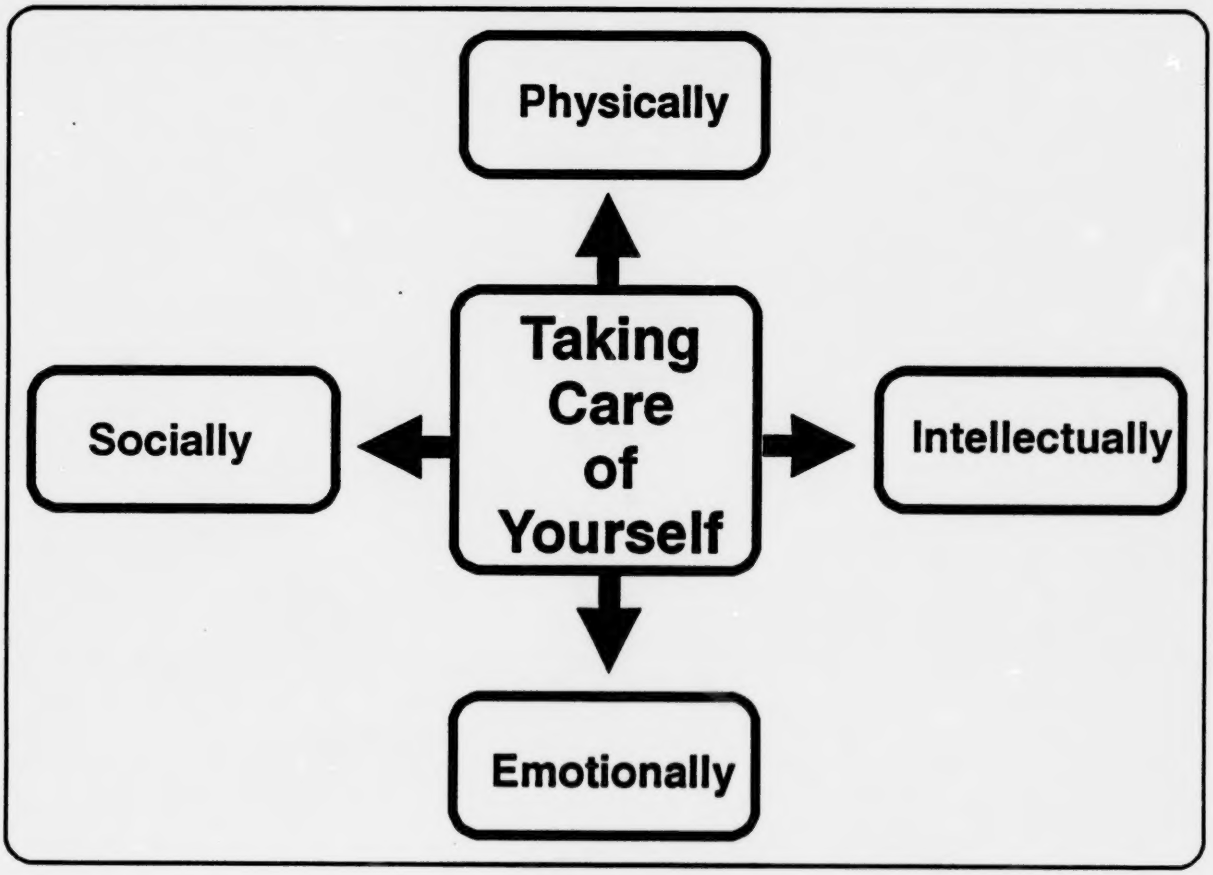
1. Divide into four groups. Note - a large class may need to divide into eight groups.
2. Discuss the dimension assigned to group and write a brief definition of the dimension on the top of the paper.
3. Share with the group.
4. List ways to care for oneself in that area.
5. Post on wall when completed.
6. Explain to the rest of the group. Instructor may want to further discuss items on each list.
7. Complete worksheet - "Taking Care of Yourself".
8. Circle one in each of the four dimensions that you will do.

COMMENTS: Encourage students to be very specific on the worksheet; i.e. walk one mile three times a week rather than exercise.

SUGGESTED LENGTH OF TIME: 60 minutes

LEARNING STYLES:
Visual, Auditory
Individual, Group
Oral, Written

SOURCE:
CDA Faculty
San Antonio College



Taking Care of Yourself

Physically

Socially

Intellectually

Emotionally

TAKING CARE OF MYSELF

Areas of Well-Being

Physical	Intellectual	Social	Emotional
In this area I could:	In this area I could:	In this area I could:	In this area I could:
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.

RESOURCES - AUDIOVISUALS

"Celebrating Early Childhood Teacher's" Washington, D.C.: Council for Early Childhood Recognition, 1991.

RESOURCES - BOOKS

Bredekamp, Sue (Ed). Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs. Washington, D.C.: National Association for Education of Young Children, 1984.

Bredekamp, Sue (Ed). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8. Washington, D.C.: National Association for Young Children, 1987.

Dodge, Diane. Dombro, Amy. Koralek, Derry. Caring for Infants and Toddlers. Mt. Rainier, Maryland: Gryphon House, 1991.

Dodge, Diane. Koralek, Derry. Pizzalingo, Peter. Caring for Preschool Children. Mt. Rainier, Maryland: Gryphon House, 1991.

Feeney, Stephanie. Christensen, Doris. Moravcik, Eva. Who Am I In The Lives Of Children? New York, New York: Macmillan Publishing Company, 1991.

Feeney, Stephanie. Kysnis, Kenneth. Code of Ethical Conduct and Statement of Commitment. Washington, D.C.: National Association for Young Children, 1990.

Goffin, Stacie. Lombardi, Joan. Speaking Out, Early Childhood Advocacy. Washington, D.C.: National Association of Young Children, 1991.

Greenberg, Polly (Ed). Beginner's Bibliography. Washington, D.C.: National Association for Young Children, 1989.

Phillips, Carol (Ed). Essentials for Child Development Associates Working With Young Children. Washington, D.C.: Council for Early Childhood Professional Recognition, 1991.

Phillips, Carol (Ed). Seminar Instructor's Guide for the CDA Professional Preparation Program. Washington, D.C.: Council for Early Childhood Professional Recognition, 1991.

Willer, Barbara. Reaching the Full Cost of Quality in Early Childhood Programs. Washington, D.C.: National Association for Education of Young Children, 1990.

The Full Cost of Care Campaign Compensation Guidelines, Compensation Action Grants, and the Technical Assistance Fund. Washington, D.C.: National Association for Education of Young Children.

Raising Salaries, Strategies That Work. Oakland, California: Child Care Employee Project.

RESOURCES - PERIODICALS

Katz, Lilian. "Teacher's Developmental Stages" Talks with Teacher. 1987.

King, Margaret. "Promoting the Development of Caregivers" Texas Child Care Quarterly. pp. 24 - 28, Winter 1988.

Lombardi, Joan. "Towards Better Compensation: A Movement Grows" Child Care Information Exchange. November/December 1990.

Modigliani, Kathy. "Twelve Reasons for Low Wages in Child Care" Young Children. March 1988.

RESOURCES - BOOKS

Ard, Linda and Mabel Pitts. Room to Grow: How to Create Quality Early Childhood Environments. Austin, Texas: Texas Association for the Education of Young Children, 1990. ($19.50)

Includes information to consider when planning physical environment that will support developmentally appropriate practices in all types of programs serving children from birth through age eight. General topic sections include environments for infants and toddlers, preschool age and school age included in general topic section. Family Day Homes included in another section. Section III "Environment for 3, 4, and 5 Year-Olds" includes excellent chapters on individual learning centers. Chapters include not only arrangement and material ideas but also activities and checklists.

Functional areas: learning environment, physical, cognitive, communication and creative.

Bailey, Rebecca Anne and Elsie Carter Burton. The Dynamic Infant: Activities to Enhance Infant and Toddler Development. St. Paul, Minnesota: Toys & Things Press (Redleaf), 1989. (14.95)

Describes important role of movement in infant-toddler development. Gives examples, many with photos, of specific movement activities for this age group. Also discusses caregivers role.

Functional areas: physical, cognitive and learning environment.

Beaty, Janice J. Skills for Preschool Teachers. New York, N.Y.: Macmillan Publishing Co., 1992. ($19.95)

Consists of thirteen chapters organized according to thirteen functional areas. Many checklists for teachers provided. Numerous ideas for activities for preschool children. Some focus on changed format of CDA program given in the rewritten chapter entitled "Promoting Professionalism". Chapters on guidance and families updated and include much information also emphasized by the Council for Early Childhood Recognition. Other chapters not as extensively changed and supplementation of materials with other information may be necessary.

Functional areas: all.

Bredekamp, Sue (ed.) **Developmentally Appropriate Practice. Washington, D.C.: National Association for the Education of Young Children, 1987. ($5.00)**

Defines the profession's consensus of appropriate and inappropriate teaching techniques for infants through eight year olds. Separate chapters on teaching techniques provided for children from birth to age three, three-year olds, four and five year-olds and five through eight year olds. An important book for every early childhood teacher to have.

Functional areas: all.

Castle, Kathryn. The Infant and Toddler Handbook: Invitations for Optimum Early Development. Atlanta, Georgia: Humanities Limited, 1991. ($12.95)

Describes a variety of activities which invite children from ages birth - two to look, listen, touch, communicate, move and problem solve. Includes description of activity and the caregivers role. Many simple activities could also be done at home - good ideas to share with parents.

Functional areas: cognitive, physical, families.

Curry, Nancy E. and Carl N. Johnson. Beyond Self-Esteem: Developing a Genuine Sense of Human Value. Washington, D.C.: National Association for the Education of Young Children, 1990. ($8.00)

Pulls together a knowledge base of recent child development research and practice. Provides information on the development of a sense of value at all ages from infants and toddlers through grade school children. Requires concentrated thoughtful reading. Could serve as a guide to CDA instructor seeking to better understand and promote self-development and to help students understand this concept.

Functional areas: self, social, guidance and families.

Derman-Sparks, Louise and the A.B.C. Task Force. Anti-Bias Curriculum Tools for Empowering Young Children. Washington, D.C.: National Association for the Education of Young Children, 1991. ($7.00)

Presents anti-bias principles and methodology teachers can use to recreate anti-bias curriculum in their early childhood programs. Provides developmental information about children, illustrated by their comments, questions and behavior to assist early childhood teachers in understanding the reasons for implementing an anti-bias curriculum. Includes supplemental resources such as suggested children's books, animal stories and anti-bias themes, curriculum materials and adult books. A stereotype worksheet and information entitled "Ten Quick Ways to Analyze Children's Books for Sexism and Racism" provided. Very readable style. Excellent information on this topic.

Functional areas: learning environment, communication, self, social, guidance, families, program management and families.

Dodge, Diane Trister; A.L. Dombro and Derry Gosselin Koralek. Caring for Infants and Toddlers. Vol. 1 & 2 & Trainers Guide. Washington, D.C.: Teaching Strategies, Inc. 1991. ($34.95 each volume, trainer's guide $23.95)

Comprehensive self-instructional training program for those caregivers who are working with children under three in center-based settings. Divided into the thirteen functional areas with pre-assessments, caregiving information and learning activities. Excellent resource, particularly for CDA training classes, which contains both preschool and infant/toddler candidates.

Functional areas: all.

Dodge, Diane Trister; Derry Gosselin Koralek and Peter Pizzolongo. Caring for Preschool Children: A Supervised, Self-Instructional Training Program. Volumes I and II and Trainers Guide. Washington, D.C.: Teaching Strategies Inc. 1991. ($34.95 each volume, trainers guide $23.95)

Comprehensive self-instructional training program for caregivers working with preschool children in a center-based setting. Divided into the thirteen functional areas with pre-assessments, caregiving information and learning activities. An excellent resource. Program is also available for caregivers caring for infants and toddlers. Supplemental materials include trainers guides for both programs.

Functional areas: all.

Goffin, Stacie G. and Joan Lombardi. Speaking Out: Early Childhood Advocacy. Washington, D.C.: National Association for the Education of Young Children, 1991. ($6.00)

Calls for readers to advocate for changes for young children, their families and the profession of early childhood education. Describes three areas of advocacy: public policy advocacy, private sector advocacy and personal advocacy. Main focus of book on public policy advocacy. Describes in detail the process of making public policy and actions individuals can take to influence decisions in favor of children's best interest.

Functional area: professionalism.

Greenman, Jim. Caring Spaces, Learning Places: Children's Environments That Work. Redmond, Washington: Exchange Press, 1988. ($29.95)

Intended as a resource for all early childhood personnel who are involved in creating, adapting and coping with settings for young children. Divided into two parts. Part one explores the impact the environment makes, the vast differences of early childhood settings and the dimensions and qualities of children's environments. Part two offers concrete and practical suggestions for environments indoors and outdoors. Settings for infants and toddlers are included. Chapter Six: "Dimensions of Children's Setting" particularly meaningful and informative. Excellent resource for everyone directly or indirectly involved with children's environments.

Functional areas: safe, healthy, learning environment, physical, cognitive, communication, creative and program management.

Hamilton, Darlen Softley and Bonnie Mack. Resources for Creative Teachings in Early Childhood Education. New York, N.Y.: Harcourt Brace Jovanovich, Inc., 1990. ($36.00)

Consists of a collection of activities organized around typical preschool units of study such as self-concept, families, family celebrations and seasons. Each unit contains ideas and resources for teachers to use in learning centers. Curriculum chapters preceded by capsule overview of early childhood education with concise guidelines for setting up, equipping and using various learning centers.

Functional areas: learning environment, physical, cognitive, communication, creative and program management.

Harriman, Marilyn. **The 2 + 2 Tech Prep Early Childhood Professions Curriculum Guide. Central Texas College, 1992. (no cost at this time)**

A manual for implementing a four year articulated program for secondary and postsecondary students. Designed to systematically expand students' knowledge, skills, and experiences in care and education of young children. Program based on five principles: mastery of competencies employers have identified; structured and coordinated curriculum in harmony with national organizational guidelines for professional development; degree plan that emphasizes a mastery of communications, math, and science competencies; demonstration of essential workplace skills: ethical behavior, interpersonal relations, teamwork, and problem solving; and elimination of course duplication.

Functional areas: all.

Honig, Bill (ed.) **The Program for Infant Toddler Caregivers. Sacramento, California: California State Department of Education, 1990. ($8.25 per booklet)**

Training series includes the following booklets:

- "Visions for Infant & Toddler Care"
- "Infant/Toddler Program Quality Review Instrument"
- "A Guide to Social - Emotional Growth & Socialization"
- "A Guide to Setting Up Environments"
- "A Guide to Creating Partnerships with Parents"

Well illustrated, thorough explanations of each of the topics presented. Additional resources and videos related to these topics provided.

Functional areas: all.

Jalongo, Mary Renck. **Young Children and Picture Books: Literature From Infancy to Six. Washington, D.C.: National Association for the Education of Young Children, 1988. ($10.00)**

Encourages the reader to reflect upon personal experience in bringing books and children together and reinforces the importance of selecting quality children's books and providing a well planned literature-based curriculum. Techniques for sharing books with young children of different ages described. Book beautifully illustrated with large drawings and photographs.

Functional area: communication.

Kendrick, Abby Shapiro; Roxane Kaufmann and Kathrine P. Messenger. **Healthy Young Children: A Manual for Programs.** **Washington, D.C.: National Association for the Education of Young Children, 1991. ($15.00)**

Provides up-to-date information on promoting health in programs for young children, healthful environments, safety and first aid, preventive health care, nutrition, special health issues and managing illnesses. Very comprehensive and practical manual. Diagrams, charts, checklists and record forms provided.

Functional areas: primarily health but also safe.

Miller, Karen. **The Outside Play & Learning Book: Activities for Young Children.** **Mt. Rainier, Maryland: Gryphon House. 1989 ($14.95)**

Describes numerous developmentally appropriate activities to do outside with infants, toddlers and preschoolers. Includes ideas for dramatic play, sensory play, science, art and woodworking. Excellent resource.

Functional areas: physical, cognitive, creative and learning environment.

Miller, Karen. **Things to Do with Toddlers and Twos.** **Chelsea, Massachusetts: TelShare Publishing, Inc., 1984. Distributer: Redleaf Press. ($10.95)**

Very workable ideas and activities to use with toddlers and twos. Author well tuned into things this age particularly enjoys. Creative and cognitive activities the main focus in this book. Some very practical guidance suggestions.

Functional areas: physical, cognitive, communication, creative and guidance.

Miller, Karen. **More Things to Do with Toddlers and Twos.** **Chelsea, Massachusetts: TelShare Publishing, Inc., 1984. Distrivuter: Redleaf Press. ($12.95)**

Practical guide to setting up an environment and developing a curriculum which meets developmental needs of toddlers and twos. Activities suggested easy to implement and ones children thoroughly enjoy.

Functional areas: all.

Moyer, Inez D. Responding to Infants: The Infant Activity Manual. Minneapolis, Minnesota: T. S. Dennison Co. 1983 ($18.95)

Easy to use activity manual based on a developmental checklist. Checklist divided into following categories: fine motor, gross motor, intellectual, social/emotional, language and self-care. Each portion of checklist coded with an activity which caregivers can use to help enhance child's emerging skills. Activities practical and usable in a variety of settings.

Functional areas: physical, cognitive, social and self.

Neugebauer, Bonnie (ed.) The Wonder of It: Exploring How the World Works. Redmond, Washington: Exchange Press. ($16.00)

Includes articles from a variety of early childhood specialists on encouraging curiosity, stimulating children's thinking processes, and in general opening children up to discovering the world around them. Part of the beginning series of books for teachers of preschool children. Inspiring resource for teachers.

Functional area: cognitive.

Paciorek, Karen Menke and Joyce Huth Munro (ed.) Early Childhood Education. Guilford, Connecticut: Dushkin Publishing Group. 1991. ($10.95)

Consists of a wide range of current articles which highlights the progress that has been made on issues facing young children and their families and outlines the work that lies ahead. Special features include topic guides, annotated tables of contents and unit reviews. Excellent resource for CDA instructors, trainer or advisors.

Functional areas: all.

Phillips, Carol Brunson (ed.) **Essentials for Child Development Associates Working with Young Children.** **Washington, D.C.: Council for Early Childhood Professional Recognition, 1991. ($30.00)**

Provides a basis for a curriculum for preparation of Child Development Associates. Curriculum forms the core of the CDA Professional Preparation Program but also can be used by trainers and instructors providing the 120 hours of formal training required for candidates applying for direct assessment. Seminar Instructor's Guide and Field Advisor's Guide also available.

Functional areas: all.

Provence, Sally. **Guide for the Care of Infants in Groups.** **Child Welfare League of America, 1967. ($2.50)**

A good basic resource despite its age. Outlines specific procedures for routine care and has a thorough developmental checklist. Also contains helpful information on danger signals in development.

Functional areas: physical, cognitive, self and social.

Pugmire-Stoy, M.C. **Spontaneous Play in Early Childhood.** **Albany, N.Y.: Delmar Publishers, 1992. ($17.95)**

Provides written and pictorial view of spontaneous play of children from birth through eight years of age. Discusses the basics of play and methods of effectively observing children at play. Ages and stages of the development of children's play provided. Outlines some particularly significant play sequences such as ball, puzzle and block play. Play of children with special needs addressed in the 4th section of the book. Good resource for CDA instructors, trainers or advisors.

Functional areas: physical, cognitive, creative and professional.

Riley, Sue Spayth. **How to Generate Values in Young Children: Integrity, Honesty, Individuality, Self-Confidence, and Wisdom. Washington, D.C.: National Association for the Education of Young Children, 1990. ($4.50)**

Provides and discusses real-life examples of adult/child interactions which in some cases inhibited development of values and in other cases provided children confidence and development of skill in choosing, decision-making and creative thinking. Examples involve children ranging from infants through preschool and parent, as well as teacher interactions. Situations described could be used as opening activities or illustrations for discussion/lecture on appropriate adult/child interactions. Good source of information for teachers to share with parents.

Functional areas: self, social, guidance and families.

Willer, Barbara. **Quality, Compensation, and Affordability: An Action Kit. Washington, D.C.: National Association for the Education of Young Children, 1989. ($10.00)**

Designed to help individuals take effective action on issue of quality, compensation, and affordability with early childhood staff, parents, media and policy makers. Includes suggested workshop outline for different audiences, tips for raising issues listed with legislators and other policy makers, tips for working with media, suggestions for successful strategies, a brochure describing current crisis in recruiting and retaining qualified early childhood staff and a list of additional resources. May assist CDA students in becoming more aware and informed about issues.

Functional area: professionalism.

Zavitkovsky, Docia; Kathrine Reed Baker; Jean Reiss Berlfein and Millie Almy. **Listen to the Children. Washington, D.C.: National Association for the Education of Young Children, 1991. ($6.00)**

Provides real stories about children; each illustrated with a realistic photograph and accompanied by commentary on speculation of what is lying beyond the surface behavior described and photographed. Questions to consider also given. Stories could be used as opening activities to begin discussion on many topics. Excellent resource for instructors.

Functional areas: self, social, guidance and families.

RESOURCES - VIDEOS

Anti-Bias Curriculum. (Pacific Oaks Bookstore, $39.95)

Defines anti-bias approach to curriculum development using specific examples of activities to involve young children in critical thinking skills. Steps for integrating an anti-bias attitude into a program included. Works well with the book, Anti-Bias Curriculum: Tools for Empowering Young Children. (30 minutes)

Functional areas: environment, communication, self, social, guidance, families, program management and families.

Careers in Child Development. (Meridian Education Corporation, $89.00)

Overview of different occupational fields in child development presented. Work involved in each field described. Viewer's guide including pre-viewing and post-viewing discussion topics and activities included.
(10 minutes)

Functional area: professionalism.

Caring for Young Mobile and Older Infants. (California Department of Education, $65.00)

Discusses importance of security, exploration and identity in the three stages of infancy. Describes interactions appropriate for each stage.
(26 minutes)

Functional areas: guidance, learning environment and/or program management.

CDA Professional Preparation Program. (Council for Early Childhood Professional Recognition, $200.00)

A set of videotapes packaged by the Council for Early Childhood Professional Recognition to supplement the first seven units of Essentials for Child Development Associate's Training Curriculum. Videos produced by the National Association for the Education of Young Children. The following videotapes included in this program:

Celebrating Early Childhood Teachers
Seeing Infants with New Eyes
Building Quality Child Care: Health and Safety
Discipline: Appropriate Guidance of Young Children
Developmentally Appropriate Practice: Birth Through Age 5
Developmentally Appropriate Practice: Partnerships with Parents
Appropriate Curriculum for Young Children: The Role of the Teacher

Videotape viewer's guide has been developed. Videotapes available for purchase separately for $39.00 from either National Association for Education of Young Children or the Council for Early Childhood Professional Recognition.

Functional areas: safe, healthy, cognitive, guidance, program management, professional and families.

Flexible, Fearful, or Fiesty: The Different Temperaments of Infants and Toddlers. (California Department of Education, $65.00)

Brief discussion of components of temperament. Describes special techniques to use with the three major temperament groups. Encourages acceptance of individual differences. Information well presented and helpful.
(29 minutes)

Functional areas: self, social and guidance.

Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers. (California Department of Education, $65.00)

Describes importance of studying child development, getting to know children's families and communities, developing self awareness and learning about the responsive process in being able to get in tune with infants and toddlers and their unique forms of communication.
(24 minutes)

Functional areas: communication and/or professionalism.

It's Not Just a Routine: Feeding, Diapering and Napping Infants and Toddlers. **(California Department of Education, $65.00)**

Emphasis on carrying out routines in a developmentally appropriate and respectful way. Safe and sanitary procedures stressed. Practical guidance strategies demonstrated. Excellent resource for beginning caregiving.
(24 minutes)

Functional areas: safe, healthy and self.

My Kind of Place. **(Greater Minneapolis Day Care Asociation, $64.00)**

Discussion of characteristics of infant/toddler programs which meet children's needs. Both Family Day Homes and Day Care Centers portrayed. Discussion by parents of their desires for the care of their infants and toddlers. Point of view of caregivers also given. Excellent examples of developmentally appropriate physical environments.
(24 minutes)

Functional areas: learning environment, families or professionalism.

Playground Safety. **(Texas Department of Human Services, $25.00)**

An oral explanation of playground safety supplemented by slides of safety features and dangers of outdoor playground equipment given by Dr. Joe Frost, noted authority on playground safety. An excellent and inexpensive resource.
(58 minutes)

Functional area: safety.

Prevent the Spread of Infection in Your Child Care Center. **(Infection Control Education Videos, Ltd, $39.00)**

Emphasis on appropriate infection control behavior. Source and transmission of infection explained simply through the use of cartoon germs. Proper handwashing, correct diapering procedure and other National Center for Disease Control guidelines illustrated through step-by-step instruction. Leader's guide provided.
(23 minutes)

Functional area: health.

See How They Move. (Resources for Infant Educators, $75.00)

Emphasis on allowing children to move in ways that are natural for them. Encourages caregivers to only put infants into positions which they could get into on their own.
(28 minutes)

Functional areas: physical and learning environment.

Books and video resources for infant and toddler caregivers were selected and reviewed by Linda Ruhmann.

SOURCES

California Department of
Education
Publication Sales
P.O. Box 271
Sacramento, CA 95812-0271

Central Texas College
P.O. Box 1800
Killeen, TX 76540-9990

Child Welfare League of
America, Inc.
440 First Street
N.W. Suite 310
Washington, D.C. 20001-2085

Council for Early Childhood
Professional Recognition
1718 Connecticut Ave.
N.W. #500
Washington, D.C. 20009

Delmar Publishers
9601 Monroe Rd
P.O. Box 1013
Charlotte, NC 28201-1013

The Dushkin Publishing Group
Sluice Dock
Guilford, CT 06437

Exchange Press
P.O. Box 2890
Redmond, WA 98073

Greater Minneapolis
Day Care Association
1006 West Lake St.
Minneapolis, MN 55408

Gryphon House
3706 Otis St.
P.O. Box 275
Mt. Ranier, MD 20712

Harcourt Brace Jovanovich Inc.
7555 Caldwell
Chicago, IL 60648

Humanics Limited
P.O. Box 7447
Atlanta, GA 30309

Infection Control Educational
Videos, Ltd.
404 Fifth Street, Suite 100
Augusta, GA 30901

Macmillan Publishing Company
866 Third Ave.
New York, NY 10022

Meridian Education Corporation
236 E. Front St.
Bloomington, IL 61701

National Association for the
Education of Young Children
1834 Connecticut Ave., N.W.
Washington, D.C. 20009-9786

Pacific Oaks Bookstore
5 West Moreland Pl.
Pasadena, CA 91103

Redleaf Press
450 N. Syndicate #5
St. Paul, MN 55104

Resources for Infant Educators
1550 Murray Circle
Los Angeles, CA 90026

T.S. Dennnison and Company,
Inc.
Minneapolis, MN 55431

Teaching Strategies Inc.
4545 42nd St.
NW Ste. 306
Washington, D.C. 20016

Texas Association for the
Education of Young Children
4032 S. Lamar Blvd.
No. 500-142
Austin, TX 78704-7900

Texas Department of Human
Services
P.O. Box 149055
Austin, TX 78714